



Northern Education Initiative Plus Annual Report

OCTOBER 1, 2015 to SEPTEMBER 30, 2016



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1. PROGRAM OVERVIEW

Program Name	Northern Education Initiative Plus
Activity Start Date and End Date	October 26, 2015 – October 25, 2020
Name of Prime Implementing Partner	Creative Associates International
Contract Number	AID-620-C-15-00002
Name of Subcontractors	Education Development Center (EDC), Florida State University (FSU), Overseas Strategic Consulting (OSC) and Value Minds
Major Counterpart Organizations	FMOE, NERDC, NCCE, UBEC, NMEC, SMOE (Bauchi and Sokoto), SUBEB (Bauchi and Sokoto), SAME (Bauchi and Sokoto), LGEAs (Bauchi and Sokoto)
Geographic Coverage	Bauchi and Sokoto State (Third state to be determined)
Reporting Period	October 1, 2016 – September 30, 2016

ACRONYMS AND ABBREVIATIONS

AC	Area Coordinator
AGLC	Adolescent Girls Learning Center
ASC	Annual School Census
ATWG	Access Technical Working Group
CBMC	Center Based Management Committee
CC	Community Coalition
CECA	Community Education and Conflict Assessment
COE	College of Education
COP	Chief of Party
COR	Contracting Officer's Representative
Creative	Creative Associates International
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organization
DCOP	Deputy Chief of Party
DPRS	Department of Planning, Research and Statistics
ECR	Education Crisis Response
EDC	Education Development Center
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information Systems
FBO	Faith Based Organizations
FGD	Focus Group Discussions
FMoE	Federal Ministry of Education
FO	Field Officers
FOMWAN	Federation of Muslim Women's Associations in Nigeria
FSU	Florida State University
GPE	Global Partnership for Education
ICAT	Institutional Capacity Assessment Tool
ICT	Information and Communication Technology
IDI	In-Depth Interviews
IDP	Internally Displaced Persons
IR	Intermediate Result
IVR	Interactive Voice Response
LF	Learning Facilitator
LGA	Local Government Area
LGEA	Local Government Education Authority
LOP	Life of Project
M&E	Monitoring & Evaluation
MDA	Ministries, Departments and Agencies of Government
MEAR	Monitoring, Evaluation, Assessments and Research
MF	Mentor Facilitator
MOE	Ministry of Education
MT	Master Trainers
MTSS	Medium Term Sector Strategy

NCCE	National Commission for Colleges of Education
The Initiative	Northern Education Initiative Plus
NERDC	Nigerian Educational Research and Development Council
NFLC	Non-Formal Learning Center
NGO	Non-Governmental Organization
NIPEP	Nigeria Partnership for Education Project
NMEC	National Mass Education Commission
OCA	Organizational Capacity Assessment
OSC	Overseas Strategic Consulting
OOSC	Out of School Children
PMP	Performance Monitoring Plan
PS	Primary School
PTA	Parent Teacher Association
PY1	Project Year 1
PY2	Project Year 2
PY3	Project Year 3
QA	Quality Assurance
RAN	Reading Association of Nigeria
RARA	Reading and Access Research Activity
SAME	State Agency for Mass Education
SBMC	School-based Management Committees
SEA	State Education Account
SMoE	State Ministry of Education
SMS	Short Message Service
SSO	School Support Officer
STL	State Team Leader
SR	Sub-Result
S&S	Scope and Sequence
SUBEB	State Universal Basic Education Board
TEC	Technical Evaluation Committee
TLM	Teaching and Learning Material
TOT	Trainers of Teachers
TOR	Terms of Reference
TPD	Teacher Professional Development
TWG	Technical Working Group
UBEC	Universal Basic Education Commission
USAID	U.S. Agency for International Development
YLC	Youth Learning Center

1.1 Program Description

Funded by the United States Agency for International Development (USAID), the five-year Northern Education Initiative Plus (the Initiative) project is strengthening the ability of the states of Bauchi and Sokoto to provide access to quality education—especially for girls and out-of-school- children (OOSC) —and improve children’s reading skills for more than 2 million school-aged children and youth. A third state will be selected by USAID during Project Year Two (PY2), with program activities to commence during Project Year Three (PY3).

USAID’s Northern Education Initiative Plus adopts a holistic approach addressing critical supply and demand factors that affect learning, teaching, management, parental participation and responsiveness to children’s needs.

Consistent with USAID Forward strategy, this project focuses on building programmatic ownership among federal, state and Local Government Education Authorities (LGEAs), as well as increasing their commitment to quality early grade reading (EGR) instruction and increased access.

The project is strengthening LGEAs’ ability to better train and manage teachers, along with improving their capability to plan, budget and deliver on professional development, ensure school governance, mobilize community support for learning and the timely distribution of materials.

The USAID-supported project is training and equipping about 45,000 teachers and learning facilitators who can reach children in formal schools and Non-Formal Learning Centers (NFLCs).

By incorporating EGR instruction concepts, techniques, practice, and materials into national teacher training programs, graduates will be equipped with a full set of instructional skills that have a direct and positive impact on their students’ primary school learning outcomes.

USAID’s Northern Education Initiative Plus will reach nearly 1.6 million children in first to third grades, along with more than 500,000 out-of-school children and youth attending some 11,000 Non-formal Learning Centers (NFLCs), Adolescent Girls Learning Centers (AGLCs) and Youth Learning Centers (YLCs).

The Initiative is implemented by Creative Associates International in collaboration with three U.S.-based international organizations—Education Development Center (EDC), Florida State University (FSU), Overseas Strategic Consulting (OSC)—and four Nigerian organizations—Value Minds, Civil Society Action Coalition on Education for All (CSACEFA), Reading Association of Nigeria (RAN) and the Federation of Muslim Women’s Associations in Nigeria (FOMWAN).

2. EXECUTIVE SUMMARY

This report captures many of the remarkable achievements during a pivotal year for the Northern Education Initiative Plus— one that ushered in a strong foundation built on supporting government systems to provide opportunities for children to access education and learn to read in Bauchi and Sokoto states.

Looking back on one year of the Initiative, we have documented many achievements. Through our partnerships cutting across all levels of governance in the education sector, more than 30,000 children, particularly girls and vulnerable children, are on the path to acquiring literacy, numeracy and life skills to improve their lives and impact positively on their communities. About 8,000 school teachers have already learnt new methods to teach reading in Hausa and transition to English and will be passing on this knowledge to children in first to third grades in a simple, engaging and effective manner that builds their cognitive and socio-emotional skills.

Since launching formally in February 2016, we have built on the goodwill and commitment demonstrated by federal and state partners working through government systems to create ownership for the project, improving skills and building capacity across key Ministries, Departments and Agencies (MDAs) to deliver basic education dividends to their communities and strategically contextualizing all our approaches and solutions for sustainability.

We formed a common front for tackling key issues of access to education and reading by establishing Reading, Access and Monitoring and Evaluation Technical Working Groups (TWGs) at federal and state levels with representation from all agencies and units and major Non-Governmental Organizations (NGOs). Together, we selected the local governments in which we are implementing the project interventions, identified locations for NFLCs, developed teaching and learning materials (TLMs), agreed on the best approach to train, mentor and coach teachers and selected Civil Society Organizations (CSOs) to mobilize communities to support education, amongst other key activities.

To guide our intervention within the context of Bauchi and Sokoto states, the project conducted a number of baseline research studies including the Community Education and Conflict Assessment (CECA) and the Early Grade Reading Assessment (EGRA). These assessments provide key information on the level of education access, attainment and service quality in the local communities we support, serving both to help inform and refine our interventions and to provide baselines against which we will measure and document the projects effectiveness and impact. This process also served in the identification of NFLCs for OOSC and informed standards and benchmarks to ensure children learn under conflict-sensitive, do-no-harm and safe conditions. The EGRA buttressed the opportunity for our ***Mu Karanta! (Let's Read!)*** pupil and teacher books to enable children read and write to succeed in school.

In accordance with the Initiative's emphasis on state and local capacity building and ownership of project activities and results, significant state and LGEA participation was built into the process of conducting this research. We improved the skills of 92 state assessors and enumerators selected and verified by the Monitoring and Evaluation (M&E) TWG. Sample schools were selected at a public forum with the full participation of LGEA Education

Secretaries. To enhance the accuracy and quality of data collected, the Initiative used a mobile survey application to conduct the assessments on tablets, an example of the project's commitment to use the best, current ICT applications and systems to enhance project delivery, results and sustainability.

We are also focused on changing behavior towards education in the communities we serve by strategically empowering our partners, community leaders, grassroots mobilizers with evidence-based messaging on the importance of reading, enrollment, retention and transition within the school system. To achieve this, the project developed and validated communications and advocacy and community mobilization strategies as a framework for bringing together all education stakeholders to promote education in a way that moves parents to action.

Our approach to EGR in Bauchi and Sokoto states is based on global best practices yet embedded in the local culture and traditions. Our ***Mu Karanta! (Let's Read!)*** pupil books and teacher guides had the benefit of more than 100 local experts from Bauchi and Sokoto states universities and Colleges of Education, State Universal Basic Education Boards (SUBEBs), Federal Ministry of Education (FMoE), Nigerian Educational Research and Development Council (NERDC), National Commission for Colleges of Education (NCCE) supported by globally recognized international reading experts. These materials were edited by Nigeria's best Hausa and English experts and reviewed and validated by a wide range of stakeholders. The books open a world of possibilities to the child through simple but engaging stories steeped in the rich culture and traditions of Bauchi and Sokoto states.

In the last year, teacher professional development (TPD) was prioritized. The Initiative worked closely with federal and state partners to select a highly skilled group of 32 Master Trainers (MTs), who in turn ably trained 420 Trainers of Teachers (ToTs) and have now trained 8,000 teachers in Bauchi and Sokoto states. Beyond training, we will also offer coaching and mentoring support to teachers in schools to effectively implement the EGR program. Teachers are already motivated to begin applying the new methods they have learnt after noticing improvements in the reading skills of pupils they practiced with during training.

Due to the project's intervention, children in formal schools in Bauchi and Sokoto states now have an additional three hours every week to learn Hausa. This means teachers will spend more time mastering the components of learning to read and children will spend longer time improving their reading skills. Timetables for Hausa in schools in the local governments we support have been changed from 5 x 35 mins per week to 10 x 35 minutes per week. This alone is a truly significant result of our Y1 activities and engagement with state and local education authorities.

Bauchi and Sokoto state governments are very aware of the significance of the EGR program in schools and its potential to reverse the trend where many children in first to third grades cannot read a single word in Hausa. SUBEBs have already committed financial resources to the TPD component of the project and Sokoto state in particular, is committed to rapidly scale up the reading program to all schools across all local government authorities as part of its response to the *Education State of Emergency* declared by the Governor. Bauchi state has pcommitted fully 20% of its new budget for education.

During PY1, the Initiative's focus on significantly expanding education access for OOSC also generated important achievements in terms of improving and expanding non-formal education

in the states. Through an open, competitive process conducted in collaboration with our state partners, the Initiative selected 39 local CSOs that, together with our three local NGO partners - FOMWAN, CSACEFA and RAN – worked to establish approximately 800 NFLCs, seeking to enroll 36,000 learners, including girls, youth and vulnerable children. The Initiative conducted a series of trainings for the CSOs to manage and monitor learning at the centers. This local capacity building was informed by an Organizational Capacity Assessment (OCA) process and tool developed and implemented by the project.

Since coming on board in August, 2016 our civil society partners have become further integrated into the communities in which they are working and have enlisted the support of traditional and religious leaders and other influencers to enroll children who were previously not accessing education into the learning centers. Though the CSOs are directly funded by the Initiative, the State Agency for Mass Education (SAME) has provided the needed leadership and support to expand non-formal education opportunities and access for OOSC.

Through the work of the Initiative in close cooperation with our state, local and civil society partners, there are about 30,000 children now learning literacy, numeracy and life skills six hours every week in these new or re-established learning centers. They are being taught by 800 learning facilitators (LFs) who were trained and are being mentored by 160 mentor facilitators (MFs). The MFs were themselves ably trained by 20 master trainers (MTs). In the coming year, children in these learning centers will also benefit from the EGR program in Hausa and transition to English to allow them transition into the formal school system or continue learning within the non-formal education system.

In the spirit of sustainability, all TLMs for schools and NFLCs have been produced at a cost that is affordable for Bauchi and Sokoto states without sacrificing quality.

The Initiative's state government partners are committed to making the necessary financial and other resource investments in the basic education sector to significantly improve the quality of teaching and learning, expand access and retention within the primary grades, and we are helping them achieve this objective by also providing data on resource allocation and expenditure on education. Through the State Education Account (SEA) analytical process being implemented with the states, we are able to identify and document how funds for basic education have been allocated and expended. This data will be critical to help states track their expenditures as they assume a greater share of resources responsibility for project implementation during later project years. The SEA data will also facilitate the states' inclusion of the Initiative's cost elements within their Medium Term Sector Strategy (MTSS) so that these activities can be sustained.

The project has also embraced innovative technologies across all its components. We have introduced barcoding systems on all our TLMs, each one with a unique identifying number so stakeholders can easily track and monitor these books using their mobile devices. Our learning facilitators will receive their monthly stipends via an electronic payment platform that is more efficient, timely, transparent and cost-effective than cash payments which was used during the Northern Education Initiative (NEI) project. To improve the quality of data collection, we have deployed mobile tools for all forms of assessments and profile registrations during trainings. In the second year, these technologies will begin to impact directly on our beneficiaries as teachers use SMS and Interactive Voice Response (IVR) to receive coaching tips, parents to receive behavior changing messages prompting them to support education and our mobilizers to communicate better between themselves.

Not surprisingly, in PY1 we were confronted with many challenges, including some, such as the declining economy and security situation, that are outside of our control and which do affect project operations. But we did not regard our first year as solely a process of start-up. As summarized above, we can document many specific achievements that we expect will increase children's access to education, significantly improve the quality of teaching and learning of reading in the first three primary grades and strengthen the capacity of our federal, state and local government partners to better deliver effective, evidenced-based services to their constituents.

The year ahead will be exciting. We look forward to consolidating, expanding and building on the foundational work of 2016, and to supporting and reporting the steady progress of the children we serve as they learn to read, to assisting teachers improve their skills, and to further strengthening government systems to more effectively deliver quality education to the children in their states.



8,000 teachers trained

30,000 children enrolled

800 learning facilitators trained

41 CSOs engaged

3. PROJECT INNOVATIONS



TLMs for teachers, learning facilitators and pupils, ensuring that these books actually get to the intended beneficiaries after passing through the supply chain is critical for project success. The Initiative introduced the use of barcodes providing an indispensable tool for tracking our materials. With the barcodes, data on the TLM can be available rapidly. State government partners and interested community stakeholders can identify our materials with certainty. Creating the barcodes was only part of a larger goal of supporting the SMoE, SUBEB and SAME to improve its book delivery systems since materials are distributed to pupils by these authorities annually. We have demonstrated how SMS messages can be used to track delivery at every point feeding into a central database where it can be monitored real-time.

Innovating with technology

Technology is woven across all of our strategic approaches to create sustainable solutions addressing the challenges of access to education and early grade reading. In the last year we have setup, tested and utilized innovations that preserve and improve the integrity of data, track delivery of textbooks to teachers and pupils and create efficient, reliable and fast payment systems for the teachers who impact on children in nontraditional schools.

Data collection and monitoring and evaluation (M&E) efforts take a great deal of time and methodical planning and implementation. In the past, these tasks were performed with paper and pen, which made them prone to error, difficult to conduct on a large scale, and high in transaction costs. We have addressed this using tools including hardware like mobile phones and tablets, applications with the capacity to create digital surveys, and software that allows users to upload data to storage facilities in real-time.

The baseline Early Grade Reading Assessment was conducted using Survey to Go software installed on tablets. Survey to Go allowed us create simple mobile surveys faster and easier. It also had a special GPS location tracking feature which enabled tracking interviewers and their locations. Seventy EGRA data collectors were trained to use the tool to conduct the assessment. Data collected was transferred electronically to the database server, providing for a faster and more accurate analysis of the information and reduced the conventional challenges associated with remote data collection.

Attendance at every training and workshop activity was captured electronically from trainings on early grade reading, non-formal learning and capacity building for civil society. Using this method has allowed us know at a glance the number of partners whose capacity we have built, how many trainings they have attended and identifying them physically. After developing and printing



A common problem teachers face in rural areas is commuting to the nearest city bank to collect their monthly stipends. The project is addressing this challenge by creating an efficient electronic mobile money payment solution to pay LFs teaching in our NFLCs. We have partnered with one of Nigeria's leading mobile payment switch operators, eTranzact, to provide a customized tailored payment solution to pay LFs. The LFs now have multiple options to access the monthly stipends, these options including using a physical money agent, debit ATM card and PocketMoni App.

Y2 will unfold more technological solutions to improve coaching and mentoring support for teachers and learning facilitators and make our community mobilization efforts a mass movement.

Sustaining our initiatives



In this pivotal year, the project recorded strides in assisting government authorities and other partners to not just take ownership of the project but lead on all fronts. Working this way made the key agencies we support in Bauchi and Sokoto states look inwardly to reevaluate their policies, reallocate resources and redefine their approach to the delivery of basic education.

Using constant dialogue and continuous political engagement, we have made Bauchi and Sokoto SUBEBs commit financial resources as part of their contributions to teacher professional development on the EGR program. Between both states, a total of N35million was allocated to partly fund cluster teacher training activities of 8,000 teachers in 2016. In the next year, Sokoto state plans to replicate and scale up the early grade program to all schools. This means the Initiative EGR program will reach millions more of teachers and pupils from first to the third grades than was projected. Bauchi state says it will finance training of teachers in six out of the ten local government areas of intervention.

Nigeria is facing an economic recession and both states releasing financial resources for these activities illustrates

their commitments. Beyond committing resources, both state governments are making efforts to institutionalize the EGR teacher trainings as part of their overall yearly teacher professional development program funded by the Universal Basic Education Commission (UBEC).

This implies that teachers will continue to refresh their knowledge and skills yearly on new methods to teach EGR after the Initiative exits in 2019. Teacher training timetables have also been domesticated within the routine plans to monitor and supervise teachers and schools in the Bauchi and Sokoto SUBEBs.

The project is however looking at the bigger picture- how state governments can use their finances wisely in a way that impacts learning in primary schools and NFLCs. We are answering this in a systemic manner through the State Education Account (SEAs). This year we have successfully conducted all expenditure information from all public sectors for formal and non-formal education to determine the flow of funds and identified gaps and misallocations. Next steps will be using this evidence to engage with state governments to make informed decisions around allocating funds to

basic education. It will also enable us track the costs of teaching and learning materials production and distribution while helping state-level decision makers to plan for taking increasing responsibility for recurring costs including training, monitoring and other costs during the project.

Another avenue for sustainability being explored by the project is building the capacity of state and local government authorities to use institutionalized tools like the Annual School Census (ASC) and MTSS to improve the delivery of quality basic education. Several trainings have been organized year-round to strengthen Education Management Information Systems (EMIS) for effective data management.

In Y2, our continuous robust collaborations will result in getting state governments to further institutionalize their commitment towards the project to create more education opportunities for children and improve their reading skills.

“Sokoto state government will scale up and replicate key activities of the Initiative focusing on training of teachers and making available pupils materials to the remaining 13 local governments in the state.” Muhammad Jabbi Kilgari, Commissioner for Basic and Secondary Education, Sokoto state.



Conflict- sensitive education

The Initiative's interventions in non-formal education have been informed by understanding the context in which our non-formal learning centers operate and acting to minimize negative impacts and maximize positive impacts of education policies and programs in this regard.

Conducting the CECA allowed us identify the main conflict drivers as well as other influencing factors affecting participation in schooling and academic achievement. Since then we have made concerted efforts to address recommendations of the report to: actively involve children with disabilities in the education system, strengthen teacher training and mobilize community members to support education.

The project has established 800 NFLCs of which 210 are YLCs and AGLCs enrolling girls and vulnerable children-orphans, living with disability, affected by conflict

marginalized, stigmatized or otherwise discriminated against. Teaching and learning materials being used in the centers were developed in accordance with the National Mass Education Commission (NMEC) by about 60 non-formal education experts. They were tested and critiqued in Bauchi and Sokoto states. These textbooks promote conflict-sensitivity and gender inclusiveness while respecting culture and tradition.

A systemic and in-depth training program was implemented to provide coaching and mentoring for LFs in the NFLCs. Twenty highly skilled experts were recruited and trained as MTs to train 160 MFs to pass on knowledge and skills on teaching literacy, numeracy, life and vocational skills to 800 LFs. CSOs managing the NFLCs conducted extensive advocacy visits to LGEA officials, traditional and religious leaders in the communities to enlist their support for education.

Committees comprised of important community structures and influencers are being constituted to encourage parents to enroll their children in the NFLCs.

To promote safety in the centers, safety standards and benchmarks have been developed to inform several trainings for state and local government officials, center based management committees (CBMCs), Community Coalitions (CCs) and women groups to be able to apply these safety measures collaboratively with community members. These standards and benchmarks cover the physical wellbeing, child protection, disaster and conflict risk reductions.

In Y2, we will continue to apply measures that provide relevant learning opportunities for children that are most at risk.

4. PY1 ACTIVITIES

4.1 Activity Implementation Progress

Intermediate Result 1. Government systems strengthened to increase the number of students enrolled in appropriate, relevant, approved educational options, especially girls and out-of-school children (OOSC) in target locations

This section presents a description of the tasks and activities undertaken in PY1 under IR 1. IR 1 aims to strengthen LGEA and state systems to ensure access to education for all children, with a focus on girls and school-aged OOSC.

Sub IR 1.1 Increased number of educational options (formal, NFLC) meeting school quality and safety benchmarks:

Nigeria has 9.5 million children and youth who are out-of-school the majority of whom reside in the North. Political insecurity, a high incidence of poverty and spill-over effects related to violence and conflict continue to have devastating effects on children and youth. Various vulnerable groups exist, including women and girls, disabled and Internally Displaced Persons (IDP) population in select areas. In order to better understand the changing nature of education within communities and the impact of insecurity and conflict, CECA was conducted in Bauchi and Sokoto states.

To conduct CECA, the project reviewed EMIS data with the Department of Planning, Research and Statistics (DPRS) in SUBEB and SAME. Stakeholders reviewed existing tools from Education Crisis Response (ECR) and adapted those as appropriate. We then developed a sampling strategy, methodology, and finalized instruments and protocols. Enumerators were then selected and trained from the stakeholder agencies.

Enumerators were trained on the instruments and techniques for conducting CECA which included qualitative and quantitative data collection involving multiple techniques such as focus group discussions (FGDs) and In-depth Interviews (IDI). During the training, simulation exercises were conducted to ensure strict compliance with objectives of the assessment. The enumerators were trained by selected enumerators who had conducted a similar exercise in Gombe and Yobe states. In Sokoto state, 12 enumerators selected by SUBEB and SAME were joined by six enumerators from Bauchi state to leverage on their experience. Among these, 15 were finally selected for the actual exercise.

The initial CECA was conducted in Bauchi and Sokoto states using conventional paper-based system. After this initial mapping, the Initiative has digitalized all subsequent assessments using Dimagi Commcare.

CECA has proposed specific recommendations. For Bauchi, the report recommended that children with disabilities be more actively included in the education system by creating learning environments that address their needs. The curriculum should also be expanded to accommodate girls' learning needs to include topics like health education and vocational skills. The assessment also recommended the strengthening of teacher training to keep children and youth interested in schools and NFLCs.



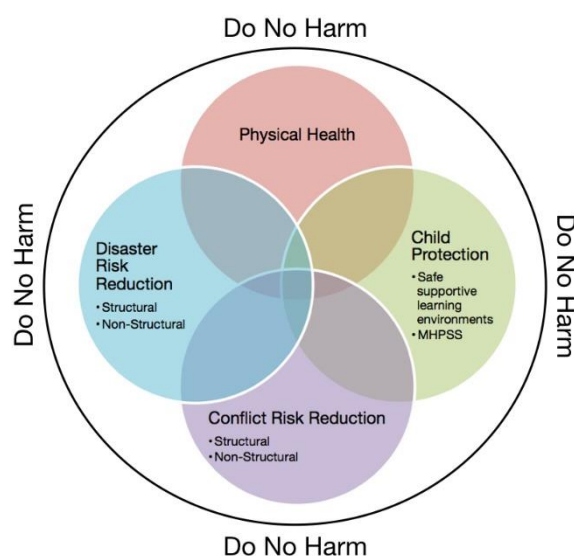
Teachers or facilitators should be trained in topics/ areas to include: tailoring, sewing, mechanics, carpentry and technology which can lead to employment. Also, community members, parents and organizations should be mobilized to actively support education and encourage student enrollment and retention.

For Sokoto, the outcome of the assessment emphasized the provision of vocationally-focused TLMs to children and youth. Youth graduates of vocational training should be included as volunteer teachers. Secondly, it highlighted the importance of working at the community level with local organizations, parents and youth to mobilize resources in order to provide education inputs such as school meals, infrastructure (e.g. water/ latrines) and materials. Community members can provide land, financial donations, their time, and other in-kind donations. The assessment also recommended conducting increasing awareness campaign about the importance of education and involving youth.

These findings are already informing our systems strengthening action plans for non-formal education and will also provide evidence for policy reviews. The project has developed the Institutional Capacity Assessment Tool (ICAT), a tool to help state education institutions - SAME, SUBEB, SMoE and LGEAs - identify their strengths and weaknesses and stimulate discussion about particular organizational capacity areas among staff and other stakeholders, with the ultimate goal of improving performance. The tool is critical for measuring milestones of improvement of state education institutions in the delivery of EGR in formal or non-formal education. Findings show there is no existing capacity assessment tool to assess capacity gaps as regards EGR both at national and state-levels.

CECA also led to the development of standards and benchmarks to help schools and centers, SBMCs, CSOs, LGEAs, and states understand and address local barriers and risks associated with the delivery of education. To achieve this, consultation meetings were held with national and state education stakeholders and selected education stakeholders in Sokoto and Bauchi states. The project also visited formal schools and NFLCs. This was followed by an internal technical review workshop attended by eight practitioners in child protection, education in conflict, community violence prevention, and access and fragility. The workshop was facilitated by an international consultant who also provided technical support to the project to develop the School and Center Safety Standards and Benchmarks. Four school safety domains were identified drawing on literature from international humanitarian and development for a

‘global’ perspective and Nigerian education for a ‘national’ perspective. The four domains are shown below:



Physical Health: A learner is safe when they have access to safe water, sanitation facilities, adequate waste disposal, and gender-specific and private toilets, all of which are well-maintained.

Child Protection: A learner is safe when they feel supported in the learning environment.

Conflict Risk Reduction: A learner is safe when the school/center community has taken the appropriate measures to prevent and mitigate the effect of conflict at the school/center and are well equipped to respond should the unfortunate event of an attack occur from a stranger or an armed force.

Disaster Risk Reduction A learner is safe when the school community has taken the appropriate measures to prevent and mitigate the effect of hazards at the school and are well equipped to respond should the unfortunate event of a hazard occur.

All of the proposed 12 Safety Standards and Benchmarks are applicable for formal schools and NFLCs. However, there is need for flexibility to allow for schools/centers in very low-income contexts to be resourceful to achieve the intended outcome of school safety.

They will be validated with relevant partners in the states before rolling out training to SBMCs, CBMCs, LGEA officials to ensure their use in schools and centers.

A series of activities were conducted with technical support of STTAs and one of our local partner organizations, Value Minds, to review other organizations’ capacity assessment tools. To ensure its applicability to a broad range of institutions, ICAT was developed to contain separate modules for assessing the different categories of stakeholder organizations. Some of the domains in the ICAT are strategic planning, policy, financial management, teacher management, coordination, social mobilization, data management and quality assurance. ICAT is being digitalized to facilitate easy data collection and analysis. The Initiative staff and key officials of the concerned agencies will be trained to use ICAT to conduct self-assessment. After this, the tool will be piloted, revised and then used periodically to measure progress.

Sub IR 1.2 Strengthened systematic approach to school management and supervision:

The Initiative developed, printed and distributed a total of nine TLMs for use in the NFLCs: three student primers (a textbook on literacy, one on numeracy and one on life skills); their three corresponding teacher guides); two supplementary readers aimed at helping learners improve their reading skills; and a facilitators' training manual. The development of these materials was done in conformance with the national non-formal education curriculum established by NMEC. The Access Technical Working Group (ATWG) agreed on state-specific options for the operationalization of NFLCs in both states.

To provide access to education for out of school vulnerable children and youth, criteria were developed for the selection of 800 NFLCs and LFs. Based on the criteria 3,322 centers were validated and 800 were selected in 20 focal local governments in Bauchi and Sokoto states. The Initiative is using the adopted national curriculum in both states.

The Initiative reached an agreement with state partners that NFLCs will provide to their learners three hours of curriculum-based instruction day, two days per week, while for AGLCs and YLCs, vocational skills training was added.

Sub IR 1.3 Standardized NLFC model ensures education for vulnerable children and youth:

During the reporting year, the Initiative worked through ATWG to standardize NFLCs. The project developed TLMs in conformity with the national non-formal education curriculum set by the NMEC. State-specific options for the operationalization of NFLCs were also agreed upon and these were incorporated in the enrollment mapping and validation of the NFLCs and in the selection criteria for new centers and LFs.

Now that draft safety standards and benchmarks have been developed, a validation exercise will be conducted in both states in PY2 Q1. They will be reviewed by the ATWGs in both states and by a larger group of stakeholders through a consultative process where LGEAs, schools, centers and community members will be represented. After this process, feedback from these consultations will be incorporated into the package of minimum standards before dissemination to NFLCs for implementation.

The project also developed and submitted two strategy documents - Community Mobilization and Communications and Advocacy- that will inform and guide implementation of communications and community mobilization activities. These strategies have been validated at the state level and approved by USAID and will now inform activities to promote the culture of reading and deepen understanding of access beyond enrollment in both states. These activities will be implemented through existing coalitions of NGOs, including faith-based organizations (FBOs), working closely with the social mobilization departments of state and LGEA institutions.

Since the ATWG is made up of experts in the non-formal education system, the project will leverage their expertise in the creation of the outreach materials. In addition to this, FGDs will be conducted in PY2 Q1 to validate draft messages developed by key partners on four core themes: reading, access, retention and transition.

Sub IR 1.4 Core curriculum is adopted in non-formal schools:

The Initiative adopted NFLC core curriculum in collaboration with line MDAs and with local government education authorities (LGEAs) in Bauchi and Sokoto states. The project

also developed monitoring tools for routine tracking, monitoring, and management of NFLCs.

In order to develop coaching and mentoring handbook for use by school supervisors' /mentor teachers for hands-on training of teachers and LFs, the Initiative identified existing coaching and mentoring handbooks and procedures to incorporate conflict resolution methodologies. Quality assurance, scheme organizers, and principal monitoring officers were trained as MTs on conflict resolution and other related issues identified by the initial CECA. Twenty MTs were trained to train 160 MFs and 800 LFs.



Training of earning facilitators in Sokoto state

Sub IR 1.5 Strengthen CSO capacity to mobilize PTAs, SBMCs, and communities around reading and access:

Development of Community Mobilization, Communications and Advocacy Strategies:

The project has succeeded in mainstreaming its communications and community mobilization activities related to access and improved reading skills by developing community mobilization and communications and advocacy strategies. This will serve as a framework for both states to promote the culture of reading and improve access to quality education. The strategy was informed by a desk review of existing strategies, stakeholders interviews, and media assessments. The strategies reinforce effective grassroots mobilization in the states while proposing how the Initiative can technically support states to deepen the understanding of EGR and boost enrollment, retention, completion and transition rates. The strategies were validated by key state partners. They were also approved by USAID.

Engagement of NGOs, Capacity Building and Community Intervention: Using a competitive grants award process, the Initiative worked with state government authorities to identify 41 local CSOs (21- Sokoto and 20- Bauchi) who work in the education sector. Once selected, we used an Organizational Capacity Assessment (OCA) tool to identify key training needs and performance goals to build their capacity to establish, manage 800 NFLCs and conduct community activities that enlighten parents about the importance of education. The project also supported CSOs to integrate simple management and tracking tools to monitor learning in NFLCs. The CSOs partnering with SAME and community leaders identified and revived 800 NFLCs in PY1 enrolling approximately 27,000 learners, encouraging girls' education and implementing a learner-friendly curriculum that teaches literacy, numeracy and life skills. CSOs also provided blackboards, chalks and dusters for each learning center and each child was allocated four exercise books, a pencil, sharpener and eraser in addition to five pupil textbooks. The CSOs

"The training has been most educative and informative. I have found the training on leadership and also project management tools to be very useful. Personally, I wish I had this information earlier. This will help my organization plan, implement and monitor projects effectively."

John Abu Yusuf, Executive Director of African Community and Environmental Health Initiative

established procurement committees to identify and select vendors to supply these materials in order to ensure quality and standards.

To raise parents and other potential learners' interest in NFLCs, the project supported CSOs to form community mobilization committees in each Local Government Area (LGA). The committee are comprised of CSOs, the Initiative's LGA Access coordinators, SAME, traditional and religious leaders, LGEA social mobilization officers, the LGEA Education Secretary, women groups, Area Coordinators (ACs) of NFLCs and scheme organizers for nomadic education. These committees conducted advocacy visits to community stakeholders to get their buy-in in order to establish the centers.

CSOs and community members jointly identified LFs to teach at the NFLCs. The community members provided a list of suitable candidates for the position of LFs. The project screened the candidates, shortlisted and interviewed potential LFs. Successful applicants were then presented to the village heads and issued appointment letters. By drawing upon the substantial pool of existing expertise in SAME, the project was able to rapidly roll out a training program for mentor teachers using primers on literacy, numeracy, life skills and facilitators training manual. The Initiative trained 20 MTs, 160 MFs and 800 LFs in PY1.



The Initiative will pay the LFs a stipend of N7000 per month using an efficient, timely, transparent and cost effective manner electronic payment platform. Finance and Operations staff have been trained on how to operate and process monthly stipend mobile money payments for LFs. Local CSOs were also oriented on how the electronic platform functions. We will step down the training to LFs in PY2 Q1 to utilize the innovative service after which 200 pilot beneficiaries will begin receiving their monthly stipend via this solution. These LFs will have options of Cash-Out (receive money from agents) from a Mobile Money agent, access cash using an optional eTranzact ATM card, transfer money to family members or make payments from the Mobile Money application.

Enrolment of 17,000 learners through community outreach: CSOs advocated and conducted outreach campaigns on the benefits of enrolling out-of-school youths and

“With the opening of these centers, we believe that this will give many children an opportunity to acquire numeracy and literacy skills and complement the effort of the government in the communities.”

Hon. Nura Shehu, Chairman of Tangaza LGA

adolescent girls in the learning centers. These campaigns were conducted through house-to-house outreach, town hall meetings and palace based meetings. The NGOs worked with key community stakeholders (community and religious leaders, policy champions, youths and parents) to support the enrolment drive campaigns. This task was carried out along with SAME Scheme Organizers and LGEA Social Mobilization Officers of each LGA.

Approximately 17,000 learners were enrolled in the 20 LGAs in Bauchi and Sokoto states. The campaigns were so successful that some centers had to ask some

learners to return for the next round of the program having exceeded the ceiling of 45 learners per center.

Intermediate Result 2. Government systems strengthened to improve reading outcomes for primary grade learners in target locations

This section presents a description of the tasks and activities undertaken in PY1 under IR 2. We have implemented a strategy that ensures a sustainable, Nigerian-led change in the teaching and learning of an evidenced-based approach to teaching reading in the early grades focused on forging strong relationships with the federal and state education authorities and parastatals. We established State and federal TWGs to develop and deliver materials, training and teacher support approaches, and planning for improved EGR in the formal schools.

Sub IR 2.1 State and LGEA policies, timetables, and standards for reading instruction and performance improved and implemented:

One of the key accomplishments in the first year of the Initiative was garnering commitment from the SUBEBs in both Sokoto and Bauchi to increase the P1-3 timetable for Hausa from five 30-minute periods per week to 10 30-minute periods per week. This was achieved through the Initiative's dialogue with SUBEB officials early in the year, allowing for the timetable to be robust enough to develop a scope and sequence that would allow for sufficient teaching, practice, review, assessment and catch up time in the year for children to gain the required reading skills at every stage. The pupil materials and teacher guides were thus designed based on five 60-minute periods a week (1 hour/day). Gaining enough time for pupils to have quality instruction which includes plenty of practice and support is a crucial component of any reading program.

The Initiative after much discussion with our standards and research specialists determined that the setting of standards for pupils reading achievement and teacher performance should be delayed until the end of the first year of implementation of the *Mu Karanta! Let's Read!* program. Rather than promote a somewhat arbitrary set of standards based on assumptions from other contexts, – an approach that could possibly be detrimental to the program through raising expectations for standards that might not be accurate or reasonable – we opted for an evidence-based approach. Reading results in Sokoto and Bauchi are terribly poor as evidenced by the 2014 EGRA. Even under the Reading and Access Research Activity (RARA) program, reading gains were modest, likely due to the short implementation period (50 P2 lessons in RARA as opposed to the 150 lessons that are twice as long in duration under *Mu Karanta! Let's Read!*

In order to develop reading standards for pupils as well as teacher performance standards there should be enough evidence to show the *range* of what pupils are able to know and can do. With only very low scores on almost all reading subtasks, from various EGRAs¹, including this excerpt from the RARA end line impact assessment:

While this improvement [mean oral reading scores improved from .2 to 4.5 correct words per minute] is noteworthy...the children's ability to read fluently is still extremely low for Primary 2 pupils, who are expected to read and write grade-level text across the curriculum².

¹ Nigeria Reading and Access Research Activity (2014). *Results of the 2014 Hausa and English Early Grade Reading Assessments (EGRAs) in Government Primary Schools and IQTE Centers of Jigawa, Kaduna, Kano and Katsina States*. USAID/Nigeria.

² Nigeria Reading and Access Research Activity (2015, P71-72). *Results of an Approach to Improve Early Grade Reading in Hausa in Bauchi and Sokoto States*. USAID/Nigeria.

With only a limited range of pupil performance it is only guess work to know what the standards and benchmarks on each reading subtask should be. And to date no other group in Nigeria has set reading standards for Hausa. It is for this reason that a mini-EGRA will be conducted at the end of the first year of implementation in order to gather more evidence on what children can do given good instruction and materials (and the other support activities). Teacher performance standards will also be developed based on evidence from the mini EGRA in mid-2017. It is expected that the benchmarks and standards may be adjusted in years 3-4 of the program as teachers become more skilled, coaches more consistent and pupils have had two years of *Mu Karanta! Let's Read!* when entering P3.



“I have taken some time out to go through some of the books (***Mu Karanta!, Let's Read!***) you gave me and I found them to be very apt and relevant to what we need here in Sokoto state. At the end of the training I believe we will have better teachers in our state.”

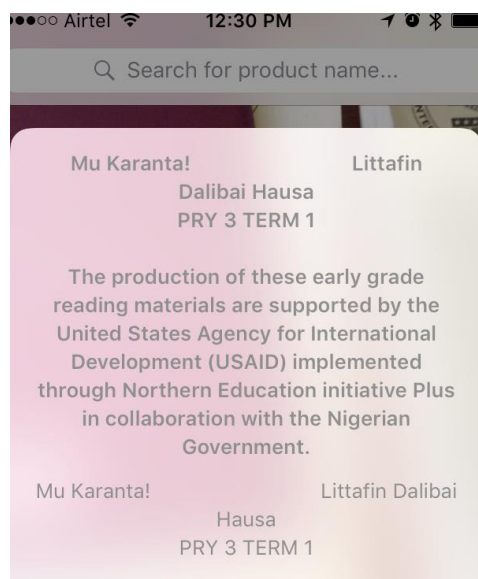
Governor of Sokoto state, Rt. Hon. Aminu Waziri Tambuwal

Sub IR 2.2 State/LGEA systems for development, approval, and distribution of decodable readers, teacher guides, and supplemental materials for EGR instruction improved and implemented:

Working with the Nigerian Education Research and Development Center (NERDC) beginning in February 2016 and State education officials, lecturers, teachers, as well as Federal Officials from FMOE, and NCCE, the Initiative was able to strengthen the knowledge and skills in the underlying principles and evidence for a phonics-based approach to EGR in Hausa and the transition to English. Through numerous seminars, workshops and meetings a core group of education officials and the Initiative team were able to lead a team of more than 40 materials writers to develop three Primary 1-3 pupil's books called *Mu Karanta!*, for each grade (1 per term) and 3 Teacher Guides for each grade in Hausa. The transition to English program (called *Let's Read!*) focuses on Primary 2-3. Strong technical input was provided to the writers from STTAs Dr. Fathi El-Ashry, and Dr. Lynn Evans, and Dr. Nancy Clark-Chiarelli and Mary Sugrue for English. The Initiative's reading team also included highly skilled and experienced Nigerian educators, almost all of whom had considerable experience with EGR under the Northern Education Initiative and/or the RARA. All materials were vetted and validated in state workshops in May 2016. In total, 24 different TLMs have been developed.

The first term materials were delivered to each state and ceremoniously handed over to Governor Tambuwal in Sokoto and Governor Abdullahi in Bauchi at the start of the Training of Trainers in Sokoto and the start of Round 1 of the teachers training in Bauchi in September 2016.

The development and implementation process of the TLMs includes some innovations and challenges. One of the innovations is the system of tracking the books by use of barcode scanners and QR codes on the back of each pupil book and teacher guide. At this stage the QR codes can be scanned by anyone with a bar code scanner on a smart phone. In the long term, the QR codes will be linked to a web page managed by the Initiative and the states where information on the location of the material, the person using the material, the condition of the material, notes about the management of the materials at the school level can all be recorded into a database for program and SUBEB monitoring. A scanning of the book's QR code will reveal the following message:



One challenge in book production and distribution the Initiative faced this year was estimating the number of materials that would be needed for teachers and pupils by school. The Initiative's EMIS and M&E teams worked with the Reading Team and SUBEB to determine the pupil book and teacher guide needs. Initially using EMIS data we were able to estimate the number of pupils in each primary 1-3 grade and the number of teachers at each grade. EMIS data is not disaggregated down to the P1-3 level. This means that estimates had to be made for the P1-3 teachers and pupils. While this approach worked well for the pupils' materials, we ran short of teacher guides indicating that our estimates were not 100 percent correct. We discovered that, contrary to the education policy and to reports we had from education officials in the states, more than 60% of teachers in P1-3 were assigned as subject teachers not as class teachers.

This is a serious problem not just for book procurement and distribution but also for achieving the expected level of reading gains. Subject teaching means that one teacher is assigned to move from one class to another, teaching, for example, Hausa. In the primary grades this practice is fairly consistently discouraged globally (particularly where children lack per-school and kindergarten) because children at this level need routine that can be established by having a class teacher (one teacher presenting all the subjects): the bonding to voice, writing style, reading style, and class norms such as the teacher knowing all the pupils by name, that students at this early age need to be able to be successful in school. In addition, the materials were designed to be integrated across Hausa and English as well as the other subjects in the curriculum. Multiple teachers teaching the same children will find it difficult to make the connections. The Initiative has spoken to SUBEB about this issue when it first emerged and will include it as a priority policy issue to be tackled in PY2. We have also suggested a disaggregation of EMIS data down to the grade level, in P1-6.



QR code on the back of Hausa Pupil's book for

Sub IR 2.3 State and LGEA systems for in-service training to teachers in public and NFLC classrooms in the use of the evidence-based reading materials improved and implemented:

For the formal school component, the Initiative with the support of Sokoto and Bauchi SUBEBs, FMOE, UBEC and NERDC developed and implemented an enhanced cascade system to train about 8,000 teachers and head teachers before the start of the school year in late September 2016. An enhanced cascade model uses structured teacher guides as scaffolding for unskilled teachers to deliver reading instruction that is consistent with global best practices. Likewise, the training manuals used to train more than 34 MTs and later more than 440 TOTs and the teachers and head teachers is highly structured so that all training everywhere is consistent with the approach. Additionally, the enhanced cascade uses peer teaching, and a practicum with P1-3 pupils accompanied by coaching and constructive feedback.

“Before I conclude, I’m directing the State Universal Basic Education Board to include the state training into its Annual Action Plan of Teacher Professional Development program. This is in order to ensure sustainability of teacher training on early grade reading”
Governor of Sokoto state, Rt. Hon. Aminu Waziri Tambuwal

The three levels of training were carried out very successfully in Bauchi for all MTs, and then in Bauchi and Sokoto for separate TOTs. Round 1 of teacher training – approximately half of the teachers and head teachers - started at the end of September and was completed in the first week of October (PY2). Round 2 of the teacher training will be completed by 23 October in both states.

What is interesting to note about the training activities to date is that MTs, TOTs as well as teachers and head teachers have responded positively to the training. One of our goals for training in the eight-day initial training is to get teachers to understand the problem with low reading outcomes in the state, why the approach is important, how to use the teacher guides and pupil books, and to be committed to the program. To date, our review of the training evaluations shows that commitment is high and teachers are picking up the skills. With more practice and support these teachers can succeed in getting children to read. Refresher courses at the beginning of each term are scheduled for January and April 2017.

Sub IR 2.4 LGEA systems for monitoring/coaching in-service teachers in EGR instruction improved and implemented:

During the training at all levels trainers and teachers are introduced to the art of coaching. For many this is a new skill and some feel a bit insecure at the new approach which includes collegial interactions, dialogue and constructive feedback. Using classroom observation forms trainers both carry out observations and participate in them.

Coaching manuals are in draft form and are being finalized in early PY2. In addition to coaching, a system of building communities of practice at the school, cluster and SUBEB level is being developed for implementation in early PY2.

Sub IR 2.5 State and LGEA systems for EGR assessment improved and implemented

During PY1, the Initiative team identified and established a Monitoring, Evaluation, Assessment and Research (MEAR) TWG which includes representatives the State Ministries of Education (SMoEs) (specifically the DPRS and EMIS Officer); the SUBEB (specifically the Director of QA and EMIS officer); the SAME and LGEA EMIS officers, to create a sustainable system of routine EGRA implementation in Bauchi and Sokoto.



We then proceeded to implement baseline EGRA with the leadership of the TWG. Activities leading up to administering the EGRA included creating EGRA item data banks to generate EGRAs in Hausa for P2 and P3 and English for P3. The item banks were established for each of the agreed-upon subtests of EGRA (orientation to print, phonemic awareness, letter identification, word reading, passage reading and associated reading comprehension questions,

“The efforts of the Northern Education Initiative Plus to strengthen existing strategies, policies and programs that will address barriers to school participation and improve early grade reading in Hausa and English is also commendable as the two languages are the main media of communication in our schools.”

Governor of Bauchi state, Mohammed Abubakar

listening comprehension passage and associated listening comprehension questions, and writing). The project also reviewed EGRA baseline instruments for formal schools and NFLCs, sampled formal schools for the baseline in a public forum, identified, shortlisted, recruited and trained state-level staff who have participated in administering EGRA and other types of standardized criterion-referenced assessments as baseline assessors and data collectors. 200 assessors were shortlisted and 160 were eventually selected and conducted the EGRA. The assessment was facilitated by using the Survey to Go application software; data was collected efficiently using tablet PCs and

uploaded in real-time to a web-based database server.

EGRA baseline reports have been submitted to USAID and currently under review. The Initiative team also mentored states and LGEAs in analyzing and reporting EGRA data and using it in decision making.

All instruments to be used for EGRA baseline data collection in NFLCs were reviewed and adapted by the MEAR TWG in collaboration with other state counterparts, team leads and Hausa language experts. These instruments have been digitized into CAPI device for the administration of EGRA baseline in the NFLC now referred to as Non-Formal Learning Assessment (NFLA). Sampling, data collection, analysis and reporting will take place in PY2 Q1.

Continuous formative assessments for EGR were developed as part of the ***Mu Karanta! (Let's Read!)*** TLMs to allow for constructive feedback to pupils by teachers showing them what specifically they should practice and how. These are easy to use classroom formative assessment tools that follow the scope and sequence, are embedded in the teachers' guide and regularly assesses student performance on the key reading skills and writing. Each assessment

is accompanied by suggestions to teachers on how to provide more practice and additional support to students for that particular point in the scope and sequence. The Initiative has prepared teachers to use the tools, with guidance on their use in large classes and how to analyze student records to make instructional decisions.

Sub IR 2.6 State and LGEA systems for extending evidence-based reading instruction to nontraditional, non-formal schools improved and implemented:

This Sub-IR serves as a critical link between IR 1 and IR 2 by ensuring that the gains in reading outcomes for learners in target locations can be sustainably accessed by children in NFLCs. In PY1, the Initiative worked with LGEAs and states to strengthen their systems to support sustainable extension of evidenced-based reading instruction to NFLCs in its area of operation. In the literacy primer developed, materials from the previous RARA project were included in EGR lessons. This process will be reviewed in PY2 with the aim of incorporating further best practices into the materials.

Since the EGR program is only rolling out in schools with the training of teachers and distribution of materials, we will be collaborating with agencies, states, and LGEAs to adapt reading materials within the context of the NFLCs in PY2. Specifically, we will collaborate with NERDC, SUBEBs, SAME and LGEAs to modify primary 1-3 reading materials to correspond to NFLC needs and develop monitoring capabilities to track EGR implementation in these centers.

Sub IR 2.7 State and local government accountability to the public for reading instruction increased:

The Initiative strategy is to build the capacity of CSOs to train PTAs and SBMCs/CBMCs to support and monitor instruction in EGR in order to strengthen and sustain government systems to improve reading outcomes for primary grade learners in Bauchi and Sokoto states. The Initiative has identified key CSOs with which to partner to support improved EGR instruction and monitoring. CSACEFA, FOMWAN and RAN have strong links at community and national levels with experience supporting education initiatives.

In the first quarter of Y2, these three major CSOs will be trained to build their capacity in the following areas:

1. Training officials, schools and communities to use school quality and safety benchmarks and standards;
2. Assisting LGEAs in strengthening SBMC/CBMC management capacity to understand and use benchmarks;
3. Integrating simple management and tracking tools such as the ERRI to assist PTAs and SBMCs in monitoring The Initiative schools and NFLCs against quality and access performance indicators; and
4. Supporting LGEAs to use results to promote systems strengthening and improved funding for targeted initiatives around EGR.

This could not happen in the first year because school safety standards and benchmarks developed are yet to be validated by state partners and the EGR program in schools has just commenced implementation.

During PY1, CSOs conducted awareness campaigns and advocacy visits on enrolling learners into the NFCLs and implementing the core curriculum. In PY2 the project intends

to conduct focus groups to test messages developed by key partners and community leaders in Bauchi and Sokoto states on four core themes: reading, enrollment, retention and transition. This will provide evidence-based messages targeted at specific audiences for CSOs, CBMCs, SBMCs and CCs to use during community outreach and other grassroots activities.

This will be in addition to the Community Reading Charter to be developed by RAN, which will outline roles and responsibilities of government, communities and schools for improving EGR in schools. Within this period, CSOs will also support LGEAs and states in organizing dialogues with community leaders on the benefits of EGR. RAN, which has only recently been contracted, will be supported to hold literacy and reading related conferences and workshops on best practices in literacy, reading instruction, and setting up of school libraries.

4.2 Integration of crosscutting issues and USAID forward strategies

Gender Equality and Female Empowerment

The project has ensured its EGR curriculum and TLM are gender-sensitive and progressive.

We have also worked with LGEAs, SUBEBs, SAME, and SMOEs to review and develop systems to monitor safety benchmarks ensuring girls learn in safe conditions in schools and NFLCs.

Through the local CSOs, the Initiative identified women groups that served as community partners to enroll girls into the AGLCs in Bauchi and Sokoto states. In Y2, these women groups will play a larger role serving as positive role models for girls, to improve retention rates; identify constraints that drive gender disparity; and develop outreach plans involving communities in capacity building and advocacy on gender issues.

At the AGLCs, girls are learning literacy, numeracy, life and vocational skills. The objective is to equip adolescent girls with critical life skills (including basic literacy, numeracy, vocational skills), and health competencies. Skills acquired in these centers will lead to self-employment and income generation.

Sustainability Mechanisms

Bauchi and Sokoto state governments have affirmed that the Initiative's support aligns with its priorities for the basic education sector. We continue to fine-tune our interventions with government vision and build capacity of MDAs to assume leadership and responsibility across LGEA, state and federal levels.

The project's sustainability strategy is increased financing for teacher professional development in EGR and distribution of TLMs by the state governments from 10 percent in Y1 to 90 percent in Y5. In Y1 we succeeded in getting the Bauchi state government through SUBEB to commit N15,043,954.32 for the teacher training activities with N7.3million released so far. This covered allowances for ToTs and teachers during the training in three LGAs. In Sokoto state, N20million was budgeted for teacher training activities.

As it currently stands both Bauchi and Sokoto SUBEB now have the EGR teacher training captured in their 2017 UBEC TPD Plan. Bauchi plans to cover teacher training costs for six LGAs while Sokoto is vested in replicated the EGR program in its remaining 13 LGAs. They have also domesticated the teacher training time-table within its plans for monitoring and supervision of schools.

In Y2, the Initiative will adopt a multi-faceted approach to ensure the budgeting and release of more funds to cover 20 percent of the cost for teacher training activities and distribution of TLMs. Through the SEAs, we will provide Bauchi and Sokoto state governments financially-informed

evidence to appropriate more funds for basic education particularly those that improve reading outcomes of children through the MTSS, UBEC counterpart funding and 2017 annual budget.

In collaboration with other projects in Bauchi and Sokoto states we will use platforms like the education steering committees to advocate for more funding while building the capacity of key departments within SUBEB, SMOE, SAME and LGEAs on EMIS, preparing budget justifications, tracking budget release and performance. We will also engage in frequent round-table meetings with the Commissioners for Education, Permanent Secretaries in the SMOEs and Chairmen House Committee on Education from the state house of assemblies to discuss progress against implementation of the SEA recommendations, implementation of the annual budget and covering costs for teacher training and distribution of TLMs.

Partnerships and Collaborations

The Initiative continues to collaborate and share knowledge across board with MDAs of federal and state governments and all education projects in Bauchi and Sokoto states.

At federal level, we have worked closely with NMEC and NERDC to provide policy direction for the non-formal learning and EGR programs in NFLCs and formal schools. NMEC has guided the Initiative's materials development of literacy, numeracy and life skills curriculum while providing guidelines within the policy framework for the establishment of NFLCs. NERDC has provided the necessary technical leadership to develop the Mu Karanta! Let's Read! pupils and teachers books and participated in the teacher professional development for EGR in schools. The whole process of developing the materials for schools and NFLCs involved more than a 100 local and international experts drawn from tertiary institutions in Bauchi and Sokoto states and was validated by SAME, SUBEB and SMOE. We are also partnering with the NCCE to introduce EGR courses in four pre-service institutions in Bauchi and Sokoto states.

At state level, we worked with the LGEA Education Secretaries and key officials from various departments, SAME and SUBEB on all our activities. Our approach has been to offer technical support while they lead the process. We collaborated and built capacity of state officials to CECA and EGRA. The selection of NFLCs, ToTs and teachers and distribution of TLMs were all done with the guidance of SUBEB, SAME and SMOE.

The two major NGO partners- FOMWAN and CSACEFA and 39 local CSOs were issued grants through a competitive process and with due diligence by Technical Evaluation Committees (TECs) with representatives from SUBEB, SAME and SMOE. Learners in the centers were enrolled with the local CSOs partnering with SAME and community structures.

Our partnerships have extended to other projects like LEAD, NIPEP, Unicef and UNICEF in Bauchi and Sokoto states sharing best practices, harmonizing activities to avoid duplication of efforts in shared LGAs and joint-meetings with state government partners to address issues and challenges of implementation.

This will be strengthened in Y2 where for example in Sokoto state, the Initiative will work closely with NIPEP to provide technical guidance for its EGR and NFL programs sharing TLMs, supporting teacher trainings towards improving children's reading outcomes.

4.3 Implementation Challenges

Despite the successful launch of the term one pupil's books and teacher guides, and the start of the training of about 8,000 teachers and head teachers in more than 2,000 schools, the reading component has had several key challenges some of which will continue into PY2.

At the Federal level the Initiative has been challenged to find ways to have full participation of NERDC in the materials development process. NERDC staff that have been assigned to work on the reading component have not always been able to juggle their many other duties with the demands for their time on developing *Mu Karanta! Let's Read!* In addition, the Initiative and some NERDC players have different professional opinions on what constitutes global best practices in early grade reading in mother tongue and the transition to English. With more collaboration and engagement with the program at the field level we fully expect that a working consensus will emerge.

Several areas of concern have emerged that were not well known to the Initiative team either through our experience on the ground or through our perusal of program reports and studies. The areas of concern may pose barriers to reading gains and as such they have already taken a high priority in our discussion with the SUBEB and within our teams. Among the key potential bottlenecks to learning to read are:

- The lack of teaching in Hausa and the lack of materials in Hausa in the other subjects in Primary 1-3. The education policy clearly states that the language of instruction in primary 1-3 should be in the language of the environment. In Sokoto and Bauchi this is Hausa. There are few if any texts or materials in Hausa in social studies, science, mathematics and other primary subjects. Teachers whose skills in English are weak, write passages from the English texts for pupils to copy and recite. Clearly there is little learning going on in this context. Additionally, this means that pupils lose opportunities to increase their vocabulary and understanding of their own language.
- Subject teaching vs class teaching as described in 2.2 above may reduce opportunities for children to learn to read in Hausa
- Despite having increased the time from 2.5 hours to 5 hours a week of instruction major time-on-task issues remain. One is the long break provided to pupils and children in mid-mornings. Many children go home to have breakfast, take an hour or more to go home and back and come back tired from all the walking. This interruption in the day is lengthy and reduces learning time considerably. We are working with SUBEB officials at the policy level to address this issue.
- Teacher attendance is poor. Approximately 30% of teachers are typically absent in any given day and schools will close early or not open at all because of local events and extended national and other holidays.
- In Bauchi state, inability to release budget to MDAs may affect the project's realization of the funding mechanism built in the technical approach. Our work on the MTSS and

budgetary process will be intensified in Y2 to ensure commitment and release of funding for key activities of the Initiative.

- Although Bauchi is relatively calm, recent security challenges around LGAs with issues of kidnapping and socially related incidences of abductions affect the implementation of LGA based activities. This security challenge necessitated the shifting of clusters to safer havens. This also affected our budget proposal where transport allowances were significantly increased to cater for teachers and trainers travelling to far distances.
- Constant disruption to air flights to Bauchi and Sokoto has meant staff spend more time travelling by road and this may affect productivity and turnover time in the long run.
- Identification of NFLCs coincided with farming activities in the communities but with intense community mobilization and advocacy, enrollment targets were met.
- The general environment of corruption persists - some stakeholders at the LGAs wanted to have their relations and close aides recruited as LFs with high expectations for monetary gains. We continue to address this by impressing on all involved that the impact of the project is for the benefit of their communities.

4.4 Lessons learned

- Bureaucratic processes among key government stakeholders are significantly slower than expected and state institutions are not able to move on new programming as fast as would be ideal. This requires us to plan well ahead, work diligently on good communication and strategically and continually build ownership and capacity. Therefore, engagement with the stakeholders right from the project planning process and implementation of activities was instrumental to achievement of results.
- We have also learnt that other USAID programs are working on similar targets. These programs provided a strong base for the Initiative to understand and pursue some best practices especially in the selection of LGAs, sub-grantees and engagement with communities. This is a strong learning point to build on existing structures for better results.

4.5 Opportunities

- There are opportunities to provide access to basic education. It was very exciting to learn that even in the most remote area of Deru village of Bura community in Ningi LGA of Bauchi state, the quest for basic education is paramount as demonstrated by the commitment of the village head and the head teacher (who is the only teacher and the children of Deru primary school) during EGRA baseline assessment visit to the school located in a remote village with no proper access road. What is more important to them is access to quality basic education.
- the project witnessed enthusiasm on the part of SUBEB and BASAME leadership in Bauchi state and the interest of the two agencies in collaborating with the project. Moreover, the political will demonstrated by SUBEB in committing N7.5m to fund the

Teacher Training program supported by the Initiative is a clear opening for leveraging more resources through the 2016 UBEC Action Plan. The state is also ready to review the 10-year Education Sector Plan (ESP), making this year a critical time for the project to work with the SMOE and incorporate the tasks and activities planned in the project's technical approach for sustainability and state level ownership. In Y2, the project is considering policy issues and broader policy frameworks, including review of the MTSS to integrate access and reading activities.

- The State Steering Committee and the Technical committee on the review of draft policies documents in Bauchi state have welcomed opportunities to increase the level of institutional development and reforms especially related to policies on Reading and Access. This is a breakthrough and provides a strong and viable framework for enacting laws(s) in this regard.
- The Initiative is also building stronger working partnership with other relevant programs - ECR, LEAD, Girls Education Project 3 (GEP3), NIPEP - in Bauchi and Sokoto states, to leverage on their best practices so implementation will not be duplicated and resources will be fully utilized.

5. MONITORING AND EVALUATION PLAN

The Initiative's Monitoring and Evaluation (M&E) system is designed to provide Nigerian education officials, the collaborating teams, and other education stakeholders with the timely, high-quality data and analysis on progress towards objectives that will be required to continuously improve activity implementation and to achieve expected results. The activity monitoring system supplies a regular and systematic flow of data on specific indicators related to activity implementation, and chiefly serves to provide up-to-date information to all.

The M&E plan is aligned with the work plan. The M&E work plan includes the overall development and management of the M&E systems. The M&E work plan also includes activities under IR2 related to building state counterpart system capacity in carrying out EGRA and monitoring EGR instruction. M&E team collaborated with technical leads to develop data collection tools and conducted quarterly meetings with technical leads to review tools, identify trends and anomalies and made changes as required.

The project reports performance data using PowerBI data analysis and visualization technology. The performance data analysis is linked to project M&E database to accurately track the progress of performance indicators against set targets

Data for the Initiative falls into six major categories of inquiry. They are:

1. Standardized Learner, Teacher and School Assessments: to evaluate effectiveness and impact.
2. Performance Progress and Institutional Capacity Monitoring: to monitor fidelity-of-implementation, institutional capacity and identify "hard spots" (LQAS).
3. Situational Analyses: (a) Initial Community Analysis and (b) Initial Conflict/Gender Analysis.
4. Routine Monitoring: through EMIS, report cards, institutional capacity assessment, and project-based tracking forms.
5. Rolling Assessments: to ascertain degree and nature of conflict and make program adjustments.
6. Special Research: "mini-experiments" or inquiries to assess the effectiveness of specific interventions.

Data were collected through multiple methods and sources. Methods included testing, survey, interview, focus group, observation, and record review. Data sources included schools (learner, school personnel), community/parents, coaches/supervisors, EMIS, key informants, and records/documentation.

Status of Data Collection Activity by Year and State

Data Collection	State	Year 1 Status	Year 2 Status
Standardized Learner, Teacher and School Assessments	Bauchi, Sokoto	EGRA baseline conducted in formal schools	EGRA baseline and end line will be conducted in NFLCs
Performance Progress and Institutional Capacity Monitoring	Bauchi, Sokoto	System for LQAS established	Implementation of LQAS data collection, analysis and reporting
Rolling Assessments/Situational Analysis	Bauchi, Sokoto	Situation analysis conducted during CECA exercise and data analyzed	Situation analysis/CECA to be conducted twice
Routine Monitoring	Bauchi, Sokoto	Routine monitoring conducted	Quarterly DQA to be combined with routine monitoring
Special Research	Bauchi, Sokoto	Research agenda identified	Identified research agenda to be implemented

Standardized Learner, Teacher, and School Assessments: In PY1, The Initiative M&E staff worked in partnership with MEAR TWG, and state and LGEA teams to conduct baseline assessment for beneficiary schools on learner, teacher, head teacher, school and community performance (e.g., skills, practices, behaviors, operations and attitudes) in a sample of schools from the 10 target LGEAs in each of the two states. State and LGEA teams’ capacity are being developed to conduct these assessments with increasing independence in 2017 and 2019.

Design: Learning and skill acquisition, teacher and head teacher practices and attitudes, service effectiveness and school practices, are measured at the school level and in its surrounding community. We used a “mixed methods” design, using quasi-experimental quantitative principles and methods to ensure high reliability of the findings. The assessments focus on:

- Learners: EGRA in Hausa and English;
- Teachers/Instructors: improvements in EGR instruction and assessment of teacher English language skills; and
- Schools/NFLCs: access to education, enrollment, retention, and drop-out rates, school management, coaching support and community/parent support.

We used a cross-sectional methodology, recommended by the USAID Education Strategy, which will measure the reading outcomes of Grade 2 and Grade 3 learners (and their equivalent in the non-formal setting) in successive cohorts of learners at the same time of the school year, enabling

us to compare Grade 2 and 3 learner performance with Grade 2 and 3 learners in the previous cohort. To control intervening variables, the assessments followed a longitudinal approach, tracking the same schools and, as much as possible, the same teachers.

For assessing changes in learner performance, we tested the reading skills of learners in Grade 2 and Grade 3 in Hausa and English (to examine the appropriate L1-L2 transition grade), using adapted EGRA tests. In NFLCs, we will use EGRA tools adapted for NFLCs. This Non-formal literacy assessment tool will be used to assess reading skills of learners in Q1 of PY2. Project assessment specialist organized workshops with relevant TWGs to develop and test an item bank for reading assessments in Hausa and English. The items were tested with samples of learners and equated to ensure comparability of findings across assessments

For assessing changes in instructional practices of early grade teachers, we conducted class observation. Teachers were observed in formal government schools. Teacher observation data were supplemented by teachers' interviews and triangulated with learner early grade reading assessment results.

For assessing changes in school performance and management, head teachers were interviewed to collect data on materials and resources, school improvement activities to support access and learning, school head coaching activities, and LGEA support. The M&E system will routinely be collecting data on project indicators from all schools in PY2, they will also be surveyed to collect data on school-level statistics (enrollment, attendance, dropout rate and grade repetition rate) for verification and further insight. Community members (e.g., S/CBMCs, PTAs, parents) will participate in individual and focus group interviews about views and support for learning at the school and in their household.

Formal Schools Sampling: Because learner testing, classroom and school observations, and interviews with school personnel and community members are resource-intensive, a sample-based approach is a preferred way to collect data. A state-representative sample of schools were constructed for assessing learners, teachers, and schools to accurately provide state level estimates of performance of male and female learners in all schools reached by the project. We used state EMIS for formal schools as our sampling frame

In each state, 50 formal schools were selected from the ten targeted LGEAs by stratified random sampling. Two teachers (one from Grade 2 and one from Grade 3) from each school were selected for observation and interview. 12 learners, equally divided by sex, were randomly selected for testing and interviewing (see below).

EGRA Baseline Sample Calculations, per State

Grade	Unit	State Sample Size	Total Sample Size Bauchi and Sokoto
P2	Number of schools	50	100
	Number of P2 teachers	50 (1 in school)	100

	Number of learners	600 (12 in each school)	1200
P3	Number of schools	50	100
	Number of P3 teachers	50 (1 in school)	100
	Number of learners	600 (12 in each school)	1200
Total in each state	Number of schools	50	100
	Number of teachers	100	200
	Number of learners	1200	2400

Non-Formal Centers Sample: In Q1 of PY2, to assess learning gains of learners in non-formal centers reached by the project, we will use project data for non-formal centers as a sampling frame, we will randomly select 40 NFLCs in each state and will longitudinally track a random sample of their learners to assess their reading gains over time. We will use an adapted EGRA tool to measure learning gains.

NFLA Sample Calculations, per State

NFLCs		Bauchi	Sokoto
	Total centers	40	40
	Total instructors	40	40
	Total learners	800	800

The Initiative M&E team worked with MEAR TWG, States and LGEAs to determine the data collection schedule, organization and selection of data collectors. For efficiency, all school-community level data collection took place at the same time. Each state required ten six-person data collection teams, which spent one day at each school, each team covered 5 schools in each LGEA. Team members were made up of two class teacher observers and four EGRA learners assessors. They were trained over a one-week period and collected learner, teacher and school data over a one-week period making the period of training and data collection to be two weeks.

Each team was assigned a supervisor who is a member of MEAR TWG. The Initiative M&E team monitored data collection throughout the one-week period

In each state, we trained LGEA monitors, EMIS officers and inspectors to administer EGRA and other instruments. Training involved the foundations of the theory of early reading, overview of reading component skills, principles of school and classroom-based random sampling, and the mechanics of administering EGRA, conducting interviews, focus groups, observations and school record reviews. Training also involved extensive practice in schools through school visits. During

and at the end of the training, The Initiative team performed inter-rater reliability (IRR) testing to establish the level of readiness of data collector to conduct the assessment. Those who failed to achieve a desirable level of inter-rater reliability were re-trained or re-assigned to other tasks. The M&E team and assessment specialist supported the assessment process through data collection supervision as well as data analysis. As described above, these project specialists worked in continual collaboration with MOE, SUBEB and MEAR TWG officials towards the goal of transferring to them capacity to independently carry out these data collection and analysis functions in future.

Performance Progress and Institutional Capacity Monitoring: In PY1, the Senior M&E Specialist worked closely with the technical teams of the respective project components and their state counterparts to ensure that a sustainable M&E system is set up to collect all necessary data, that the technical teams understand their role in the M&E system, and that it can be handed off for full counterpart ownership. This process of collaboration and engagement was what produced all data collection tools being used by The Initiative. The system will continue undergo review, to identify redundancies and improve its efficiency in PY2.

The Performance Progress and Institutional Capacity Monitoring system also included steps to regularly monitor the fidelity of reading program implementation in schools. As recommended by USAID, Lot Quality Assurance Sampling (LQAS) is being used to select schools and learning centers that will be monitored annually. DQA and monitoring plans incorporating LQAS is being finalized for use in school monitoring visits. Such visits will involve learner testing, teacher interview and observations, school head teacher surveys, and a material scan. The teacher observations will follow the rubric developed by The Initiative. Visits may also include other data collection activities. Learner tests will be abbreviated and quickly administered versions of the EGRA.

Community Assessment and Conflict/Gender Analysis: In PY1, the Initiative supported LGEAs in mapping conditions of access to education in northern Nigeria and risks related to learning, as well as the experiences of teachers and in- and out-of-school learners, in order to (1) identify sites for the non-formal education program and (2) understands the needs, challenges, and preferences of vulnerable children and their families to inform the education services designed and offered by the MOE and additional local partners under the project. M&E and technical staff guided data collection teams in each LGEA to assemble the needed data for the community mapping tool and visit the communities in targeted areas. The community, conflict and gender assessment was conducted in May of PY1, to inform the development of the intervention and bringing together stakeholders around the findings. CECA result was helpful in the establishment of 400 NFLCs in each state.

In PY2 and in the life of the project, we will conduct rolling assessments (implemented twice a year, every year) to measure the evolution of conditions of vulnerable children and their families and make recommendations for the state and LGEA authorities and the project management with regard to provision of education services.

Routine Monitoring: Data tracking and reporting forms were developed by the M&E team in collaboration with other team leads to collect routine, on-going data that correspond to project

output indicators, such as a module and material inventory form and a trainee registration form to record participants (and eliminate double counting). Each Initiative team leader has a computer-based reporting form into which they can log products and outputs on a real-time basis for quarterly report preparation. Their application and handling are guided by standardized protocols and procedures which is detailed in the Initiative M&E guide. The Initiative and state counterpart staff have been trained on the use of these forms. In PY2, The Initiative M&E team will continue to train all relevant project and state counterpart staff on the range of forms and procedures for data that are necessary for routine monitoring. The Initiative will also start routine data collection from target schools on learners and services, using a single closed instrument with choices clearly delineated in PY2.

Special Research: The successful implementation of the Initiative will hinge on strategic use of resources in support of the development of EGR in schools and centers. It is essential that the decisions made by states and LGEAs are informed by up-to-date information and not based on assumptions. Ensuring availability of relevant data is one of the project's priorities. In conjunction with the M&E and assessment plan implementation, the team coordinated with FSU and Reading component to identify research question areas targeted research agenda in each of the participating states. The aim of the research agenda is to inform and support planning and implementation of EGR in formal schools and NFLCs in the Initiative LGEAs. Research questions identified include:

1. Reason for the superior performance of student in NFLCs when compared to the performance of student in formal school as evidence in 4-state EGRA results.
2. What grade is more appropriate for student to transition to English class in formal school considering the fact that most of the teachers at early grade in Northern Nigerian neither speak nor understand English language.
3. Family/community attitudes and knowledge on Access and EGRA. Research planning, data collection, data analysis and reporting for these research question areas will be done in Q1-Q2 of PY1

6. PROJECT OPERATIONS AND MANAGEMENT

In Y1, Bauchi and Sokoto State Team Leaders assumed responsibility for the technical coordination of project activities by providing day-to-day technical and administrative oversight to the field offices, and responding to requests from Abuja Central Office. In Abuja, the Chief of Party and Deputy Chief of Party were responsible for providing overall project oversight and responding to the client information needs.

The Initiative continued to engage state government officials and key stakeholders through regular meetings and the dissemination of project briefs and other documents. States are encouraged to take ownership and involvement in all aspects of implementation.

The project organized a three-day Technical Summit in Abuja to keep staff abreast of all the technical and operational (compliance) aspects of the project. This was also meant to be a team building exercise. We held meetings at different levels to ensure constant feedback from both management and field operations. Such meetings included general staff meetings, weekly program review meetings, meetings with the security team, and senior management team meetings. The project also published weekly newsletters highlighting activities of the week to keep staff, partners and USAID abreast of ongoing initiatives.

The Initiative put in place systems and procedures so that staff who were travelling on field activities and STTAs visiting Nigeria can share information with other staff members.

We also developed and put in place a range of management tools and procedures. These include:

- Personnel guidelines and performance review procedures
- Reporting formats (quarterly and annual reports)
- Field visit plan for Quality Assurance spot checks
- Research and Product Quality Review Checklists

These and other project procedures have been compiled, under the supervision of the COP, in the Initiative Standard Operating Procedures manual.

The project also developed an inventory tracking system and a branding and marking checklist to ensure that all items/supplies purchased are branded and marked appropriately.

All project offices are now fully operational. As of the conclusion of PY1 109 (30 in Abuja, 44 in Sokoto and 35 in Bauchi) staff members have been hired. EDC is now fully registered to operate in Nigeria. The Initiative continues to engage state government officials and key stakeholders through regular meetings and working through the various TWGs.

7. MAJOR ACTIVITIES FOR NEXT QUARTER INCLUDING UPCOMING EVENTS

The main activities next quarter under IR 1 are:

- Conduct M&E monitoring visits and data collection for ERRI tool
- Digitize SSS tool
- Conduct training and data collection for the SSS tools
- Review and adapt S/CBMCs management guide
- Develop training materials on School Safety Standard Bench mark, EGR and S/CBMC management guide for CSO, SBMCs, CBMCs, CCs and women groups
- Use developed training material to conduct TOT
- Step down trainings to CSO, SBMCs, CBMCs, CCs and women groups
- Conduct NGOs quarterly review meetings in Sokoto and Bauchi
- Conduct monitoring of NGOs community mobilization activities
- Review and update of milestones for next batches of NGOs
- Roll out Mobile Money to LFs
- Conduct FGDs to test messages on reading, access, retention and transition
- Train CSOs to use social media for better community engagement

The main activities next quarter under IR 2 are:

- Review and finalize M&E Data collection tools on EGR
- Conduct sampling NFLC for baseline non-formal literacy assessment (NFLA/EGRA)
- Identify and recruit NFLA assessors'
- Train NFLA assessors' and data collectors
- Collect NFLA data
- Conduct training and collect data for EGRA in special schools
- Conduct data analysis and reporting for NFLA and for EGRA in special schools
- Work with state level governments to develop Reading Early Warning System for use in identifying pupils at risk of developing reading difficulties (formative assessment feeds into REWS)
- Conduct 5-day quarterly M&E Meeting with state M&E team and support with central office
- Support state-level governments to collaborate with other TWGs to finalize and implement a research/learning agenda.
- Work with state level governments to develop Participatory Monitoring Tools (e.g. ACER) to enable communities to gauge pupil reading progress
- Conduct data quality assurance (DQA) with Support from central office
- Support state governments to develop a research plan (research questions, mechanisms for gathering data, budget allocations, staffing for analysis and reporting)
- Develop a Community Charter for Reading

8 ANNUAL REPORT MATRIX

Goal: Quality of, and access to, education improved equitably and sustainably in Northern Nigeria

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
IR 1. Government systems strengthened to increase the number of students enrolled in appropriate, relevant, approved educational options, especially girls in target locations			
1.1 Increased number of educational options (formal, non-formal, NFLC) meeting school quality and safety benchmarks			
Conduct conflict analysis and school/community mapping (Activity 1.1.1)			
Conduct conflict analysis and school/community mapping (Activity 1.1.1)	Identify, review, adapt existing tools for conducting a conflict and education assessment	Achieved – CECA tool from ECR reviewed and adapted to conduct CECA in Bauchi and Sokoto	Rolling CECA to be conducted and this time tools will be digitalized instead of doing it the conventional way
	Develop Sampling strategy, methodology, instruments and protocols	Sampling strategy, methodology, instrument and protocol for the conduct of CECA developed	Conduct 2-day workshop to review existing strategy, methodology, instruments and protocols to be use in mapping additional 700 new NFLCs in Number 2016.
	Recruitment and training of enumerators	Achieved - 18 enumerators recruited to conduct of CECA in each state (Bauchi and Sokoto). 15 enumerators selected for data collection	Recruitment and training of enumerators

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	Conduct data collection and data entry	Data collection and data entry conducted for CECA in Bauchi and Sokoto	Conduct data collection and data entry
	Data Analysis Workshops (identify the appropriate stakeholders)	Not Achieved - Data analysis workshop not done	Data Analysis Workshops (identify the appropriate stakeholders)
	Develop report and policy briefs to inform a policy review seminar and institutional gap analysis	Report submitted to USAID for approval.	Conduct policy review seminar and institutional gap analysis
Develop and implement quality and safety standards, benchmarks and conflict- sensitive risk reduction measures (Activity 1.1.2).	Identify, compile and review existing data (RARA) and other resources	RARA and other resources identified, compiled and reviewed	
	Conduct a development workshop to establish quality and safety criteria and standards	Met with SUBEB, SAME SMOE and conducted field visit to two NFLCs and primary schools each. Also conducted one-day workshop in collaboration with stakeholders to develop School and Center safety standards and benchmarks. School Safety Standards developed.	
	Conduct validation workshop on safety standards with stakeholders	This activity is moved to PY2Q1.	Conduct validation workshop on safety standards with stakeholders
	Conduct a workshop for safety benchmarks against standards	This activity is moved to PY2Q1.	Conduct a workshop for safety benchmarks against standards
	Workshop for school /center based personnel and	This activity is moved to PY2Q1.	Conduct Workshop for school /center based

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	community to validate safety benchmarks		personnel and community to validate safety benchmarks.
	Establish protocols and how information is to be used and applied in school	This activity is moved to PY2Q1.	Establish protocols and how information is to be used and applied in school
	Adapting the School Safety Access Index (SSI) according to the developed standards and benchmarks	This activity is moved to PY2Q1.	Adapting the School Safety Access Index (SSI) according to the developed standards and benchmarks
Develop and implement institutional performance scorecards (Activity 1.1.3).	Conduct a workshop to compile and develop and/or adapt scorecards indicators for schools and NFLCs	This activity is moved to PY2Q1.	Conduct a workshop to compile and develop and/or adapt scorecards indicators for schools and NFLCs
	Conduct a workshop to review and modify indicators using a safety and conflict sensitivity lens.	Indicators and domains have been developed in the ICAT for SUBEB, SMoE and LGEAs.	Roll out ICAT
	Validate at the state level through consultation and piloting the performance indicators and scorecards, Endorsement at the federal level	This activity is moved to PY2Q1.	Validate at the state level through consultation and piloting the performance indicators and scorecards, Endorsement at the federal level
	Review and revise the draft accreditation policy for NFLC using a safety and conflict sensitive lens.	This activity is moved to PY2Q1.	Review and revise the draft accreditation policy for NFLC using a safety and conflict sensitive lens.

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	Seek validation of finalized policy draft and sensitize the state government the national assembly	This activity is moved to PY2Q1.	Seek validation of finalized policy draft and sensitize the state government the national assembly
	To develop guidelines for linking accreditation process and the NFLC registration process	This activity is moved to PY2Q1.	To develop guidelines for linking accreditation process and the NFLC registration process
Provide teaching and learning materials to NFLCs that prioritize EGR and wellbeing; strengthen government structures to coach facilitators and teachers in conflict resolution and other topics (Activity 1.1.4).	Review EMIS data to understand quantity needs for teaching and learning material for production and distribution plan.	EMIS data reviewed to understand quantity needs for teaching and learning material for production and distribution plan. Materials developed included: literacy, numeracy, life skills primers and facilitators guides, reader I&II and Facilitators training manual.	EMIS data will be continuously reviewed for additional 1400 NFLCs.
	Draft a printing and distribution plan	Printing and distribution plan drafted.	Additional materials will be distributed for first round of NFLCs in Y2Q1
	Conduct with the TWG a financial review and policy recommendation to support printing needs	Access TWG conducted a financial review and policy recommendation to support printing needs	
1.2 Strengthened systematic approach to school management and supervision			
Train officials, schools, and communities to use school quality and safety benchmarks and	Develop training materials on school quality/safety standards, benchmarks and school safety index (SSI). Three different packets-	This activity is moved to PY2Q1.	Develop training materials on school quality/safety standards, benchmarks and school safety index (SSI). Three different packets-

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
standards (Activity 1.2.1).	school-based, CSO and LGEA, state)		school-based, CSO and LGEA, state)
	Conduct Training for LGEA/ES and CSOs as master trainers and as follow-up support. During the training, roll-out plan and schedule for SBMC and CBMC training should be determined.	This activity is moved to PY2Q1.	Conduct Training for LGEA/ES and CSOs as master trainers and as follow-up support. During the training, roll-out plan and schedule for SBMC and CBMC training should be determined.
	Deliver training of trainers to 206 (103) AEOs for training of SBMCs and 222 (111) scheme organizers CBMCs.	This activity is moved to PY2Q1.	Deliver training of trainers to 206 (103) AEOs for training of SBMCs and 222 (111) scheme organizers CBMCs.
	Deliver School Safety training to 2209 SBMCs and 800 CBMCs according to the training plan.	This activity is moved to PY2Q1.	Deliver School Safety training to 2209 SBMCs and 800 CBMCs according to the training plan.
	Deliver School Safety training to State officials	This activity is moved to PY2Q1.	Conduct 5-day training to deliver School Safety training to State officials. (SAME, SUBEB, MOE, TWG) in December 2016.

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
Assist LGEAs in strengthening SBMC/CBMC management capacity to understand and use benchmarks (Activity 1.2.2).	Develop/adapt a S/CBMCs management guide for SBMCs and CBMCs and accompanying training packages	This activity is moved to PY2 Q1.	Develop/adapt a S/CBMCs management guide for SBMCs and CBMCs and accompanying training packages
	Training master trainers for the SBMCs training and ACs for the CBMCs	This activity is moved to PY2Q1.	Training master trainers for the SBMCs training and ACs for the CBMCs
	Conduct orientation work shop for SUBEB management staff, PIES and the ES for formal schools	This activity is moved to PY2Q1.	Activity to be conducted in PYQ2
	Conduct orientation workshop for SAME management staff for NFLCs	This activity is moved to PY2Q1.	Activity to be conducted in PYQ2
	Conduct training for 2209 SBMCs	This activity is moved to PY2Q1.	Activity to be conducted in PYQ2
	CSOs conduct training to 800 NFLCs	This activity is moved to PY2Q1.	Activity to be conducted in PYQ2
	Monitoring the roll out of SBMCs / CBMCs training and implementation of the	This activity is moved to PY2Q1.	Activity to be conducted in PYQ2

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	scorecard supports by the project staff and the AEOs		
Risk Reduction Index (ERRI) as a monitoring tool in all The Initiative- assisted schools (Activity 1.2.3)	Needs Assessment to assess the current planning and data sharing process structure in place to include gap analysis to determine planning systems in place to reinforce data use CIP/SIP planning.	School Safety Standards and ERRI were merged to develop School Safety Standards.	Activity to be conducted in PYQ2
	Monitor schools SIP and CIP attention to the priorities from the SSI and performance scorecard (1 x per term)	School Safety Standards and ERRI were merged to develop School Safety Standards.	Activity to be conducted in PYQ2
	At the LGEA conduct 1x per term meeting on the scorecard (including the SSI) data to determine policy issues, funding needs for solutions, dominant issues and/or challenges that need attention	This activity is moved to PY2Q1.	Activity to be conducted in PYQ2
	Host state TWG meeting (2x per year) to review scorecard/SSI (end of first quarter, meeting 3 rd term)	This activity is moved to PY2Q1.	Activity to be conducted in PYQ2

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	Access TWG meeting (2x per year) with the Steering Committee, (linked to TWG meeting) on school access, quality and safety issues.	This activity is moved to PY2Q1.	Activity to be conducted in PYQ2
	TWG to host an annual meeting of state stakeholders on school access and safety data, issues, solutions.	This activity is moved to PY2Q1.	Activity to be conducted in PYQ2
	Host both Bauchi and Sokoto to meet at federal level 1x per year on school access and safety data, issues, solutions.	This activity is moved to PY2Q1.	Activity to be conducted in PYQ2
1.3 Standardized NLFC model ensures education for vulnerable children and youth			
Develop and implement NFLC model with child-friendly spaces and expected literacy, numeracy, and life skills outcomes (Activities 1.3.1 and 1.3.2).	Strengthen TWGs and engage them to determine options for delivery of adapted curriculum	Access TWG was established, engaged and strengthened to adapt core curriculum in NFLCs and develop TLMs for pupils and LFs.	
	Adapt existing NFLC curriculum for local use	NFLC curriculum from SAME adapted and put into local use.	
	TWG validate adapted NFLC curriculum to	NFLC curriculum from SAME adapted and put into local use.	

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	enhance/expand content		
	Develop scope and sequence for delivery of adapted NFLC curriculum	Scope and sequence in the core curriculum adapted and informed development of the TLMs.	
	Adapt National Benchmark for Non-Formal Ed. to establish state-specific minimum quality and safety standards	National Benchmark for non-formal education adapted which facilitated the development of the school and center safety standards	
	Produce and disseminate curriculum and minimum standards to NFLCs	This activity is moved to PY2Q1.	Produce and disseminate curriculum and minimum standards to NFLCs
Develop non- formal learning materials for NFLCs on well-being and conflict resolution (Activity 1.3.3).	Establish conflict sensitive education technical working group (TWG)	The Access TWG was established, given a ToR and participated in all activities to validate NFLCs, develop and validate materials and select LFs.	
	Review/enhance existing NFLC materials to include well-being and conflict resolution	Life skills primer and facilitators guide and facilitator training materials developed with rich well-being and conflict resolution content.	
	Produce enhanced materials on well-being and conflict resolution	Life skills primer and facilitators guide and facilitator training materials developed and materials produced and distributed to 800 NFLCs after pre testing in the field.	

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	Stakeholder dialogues to inform development of community mobilization activities/materials	CSOs, SAME, LGEA access coordinators, traditional and religious leaders set up committee to conduct advocacy and sensitization within communities where NFLCs are established.	Stakeholder dialogues to inform development of community mobilization activities/materials
	Form communications TWGs	Committee to lead advocacy and initial sensitization formed	Form communications TWGs
	Development of community mobilization materials	A community mobilization strategy was developed	Development of community mobilization materials
	Develop community mobilization plan	Advocacy and sensitization committee planned mobilization activities	
	Conduct community mobilization/awareness campaigns on access, retention, and transition	Community mobilization awareness campaign on enrollment conducted	
Provide core teaching and learning packages to NFLCs, adapting Northern Education Initiative Plus EGR materials for use in NFLCs (Activity 1.3.4).	Review, adapt, and validate learning packages to incorporate EGR	This was not achieved because EGR program has only recently commenced implementation in schools.	Activity to be conducted in PYQ2
	Print and distribute core learning packages including workbooks and primers	Readers and Literacy Primers developed and distributed to 800 NFLCs. EGR approach to be integrated in PY2Q2.	Activity to be conducted in PYQ2
	Train LF and supervisors on new materials	Trained 160 MFs and 800 LFs to use TLMs.	Activity to be repeated in PYQ2 for additional LFs.

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
Identify and support pathways for NFLC students to enter formal schools and vocational education (Activity 1.3.5).	Sensitize NFLC proprietors, ESs, school head teachers, facilitators, and Area Coordinators on mainstreaming guidelines	This activity will be conducted in January 2017 when the 36,000 learners are about to graduate.	Activity to be conducted in PY2Q2
	Conduct assessment and certification to facilitate transition of learners to formal and vocational schools	This activity will be conducted in February 2017 when the 36,000 learners are about to graduate.	Activity to be conducted in PY2Q2
	Facilitate vocational/life skill development and education for older learners	This activity will be conducted with the next batch of AGLCs and YLCs.	Activity to be conducted in PY2Q2
1.4 Core curriculum is adopted in non-formal schools			
Support establishment of a core curriculum policy for NFLCs; develop awareness and support for core curriculum integration and improved school environment in NFLCs (Activity 1.4.1).	Conduct state and LGEA level workshops for proprietors, LF, area coordinators, scheme organizers, and PMOs to adopt core curriculum policies, integration and improve school environment	NFLCs have already adopted core curriculum.	Conduct state and LGEA level workshops for proprietors, LF, area coordinators, scheme organizers, and PMOs to adopt core curriculum policies, integration and improve school environment
	Organize local study tours	Not achieved - moved to PY2.	Activity to be conducted in PY2Q2

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	for school proprietors, SMOE, SUBEB staff, SAME staff		
	Conduct workshops for school proprietors to share experience gained from study tours	Not achieved - moved to PY2.	Activity to be conducted in PY2Q2
	Update NEI/NMEC monitoring tool and handbook	This activity is not achieved. Safety benchmarks will be incorporated.	Activity to be conducted in PY2Q2
	Train CSOs and CCs, CEFs on monitoring	CSOs have been trained on use of monitoring tools for NFLCs. This will be extended to CCs and CEFs in PY2Q1.	Train CSOs and CCs, CEFs on monitoring
	Conduct state level workshop to sensitize and expand implementation of accreditation policies and procedures for NFLCs and mainstreaming to formal schooling in Bauchi and Sokoto	This activity will be conducted in February 2017 when the 36,000 learners are about to graduate.	Activity to be conducted in PY2Q2
	Advocacy assessment for efforts specific to core curriculum integration	NFLCs are implementing core curriculum	Activity to be conducted in PY2Q2 for additional 700 NFLCs
	Support face-to-face advocacy aimed at proprietors on core curriculum integration	NFLCs are implementing core curriculum	Activity to be conducted in PY2Q2 for additional 700 NFLCs

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	Develop communications strategy	Communication strategy developed, validated and approved by USAID.	Revise communication strategy
	Implement mass awareness campaigns for proprietors, parents and other community members on enrollment and core curriculum integration	Mass awareness campaigns implemented for proprietors, parents and other community members on enrollment	Activity to be conducted in PY2Q2
Support government to help learning centers incorporate core curriculum; identify teachers, develop lesson plans, monitor/support teachers, provide financial management training (Activity 1.4.2).	Provision of learning materials and essential learning packages	TLMs, exercise books, chalk, blackboards, pencils and erasers provided to learners and LFs	Activity to be conducted in PY2Q2 for additional 700 NFLCs
	Develop coaching and mentoring guide	160 mentors were trained on coaching and mentoring guidelines to provide support to 800 LFs	Activity to be conducted in PY2Q2 for additional 700 NFLCs
	Support QA officers to train PTAs and SBMCs/CBMCs on conflict resolution and other aspects of assessment	Not achieved because SBMCs are yet to be identified or CBMCs established	Support QA officers to train PTAs and SBMCs/CBMCs on conflict resolution and other aspects of assessment
1.5 Strengthen CSO capacity to mobilize PTAs, SMBCs, and communities around reading and access			
Identify, mobilize, and train CSOs to strengthen PTAs, SBMCs, and communities (Activity 1.5.1).	Work with LGEAs, FOMWAN, CSACEFA to identify CSOs working in the education sector	Identified 41 CSOs to work in the education sector in Bauchi and Sokoto state through a grants process	Work with LGEAs, FOMWAN, CSACEFA to identify CSOs working in the education sector
	Issue competitive call for grant applications and select awardees	Issued competitive call for grant applications and select awardees	Issue competitive call for grant applications and select awardees

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	Conduct organizational capacity assessments	Conducted organizational capacity assessments	
	Orient CSO awardees	Provided orientation of CSO awardees	
	Develop CSO training program on conflict sensitivity and other capacity needs identified in capacity assessments	Developed CSO training program on conflict sensitivity and other capacity needs identified in capacity assessments	
	Implement CSO training program	Implemented CSO training program	
	Support community-led revival/establishment of NFLCs	Supported community-led revival/establishment of NFLCs	
	Identify additional LFs according to adapted criteria	Identified additional LFs according to adapted criteria	
	Train LFs in conflict sensitivity, reading, classroom management, etc. according to enhanced curriculum	Trained LFs in conflict sensitivity, reading, classroom management, etc. according to enhanced curriculum	
	Commence instruction delivery for newly established centers	Commenced instruction delivery for newly established centers	
	Support community education forums	Not achieved. Community Education Forums have not yet been formed.	Support community education forums
Learning Facilitators coached, mentored and		Identified 160 MFs for Bauchi and Sokoto states	

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
monitored to implement curriculum (Activity 1.5.2).	Identify additional mentors and scheme organizers in each LGEA		
	Update NEI/ECR coaching and mentoring guides	Updated coaching and mentoring guides	Activity to be conducted in PYQ2
	Training of mentor teachers	Trained 160 mentor teachers	
	Adapt/update simple monitoring tools/school safety index/ERRI	This activity is moved to PY2 after standards and benchmarks are validated	
	Track implementation of scope and sequence	This activity will be achieved by the next quarter when intensive teaching and learning will be ongoing in NFLCs	Activity to be conducted in PYQ1
	Launch SMS/IVR for pedagogical, curricula messages	Platforms for SMS/IVR to support pedagogical, curricula messages created	Activity to be conducted in PY2Q2
New custom trainings/mentoring programs for CSOs (Activity 1.5.3)		To be implemented in Y2 Q1	Support and mentor CSOs to improve their organizational performance
Provide media and community mobilization support to CSOs and CCs (Activity 1.5.4)		To be implemented in Y2 Q1	Conduct focus group discussions to ascertain perceptions, opinions, beliefs and attitudes towards education.

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
		To be implemented in Y2 Q1	Develop and conduct core messaging "short courses" for partners on message development.
		To be implemented in Y2 Q1	Create and implement support networks for CSOs, CBMCs and SBMCs using social media platforms such as Whatsapp, Facebook and Closed-User Groups (CUGs)
IR 2. Government systems strengthened to improve reading outcomes for primary grade learners in target locations			
2.1 State and LGEA policies, timetables, and standards for reading instruction and performance improved and implemented			
Develop state- level policy reform frameworks (Activity 2.1.1).	Establish/revive reading policy working groups	Reading TWGs establish in States and at Federal Level	
	Policy mapping and gap analysis for EGR in Hausa and English	Policy mapping conducted	Policy mapping and gap analysis for EGR in Hausa and English
	Develop draft reading policy framework	This activity has been moved to PY2	
	Develop policy briefs (Based on RARA recommendations)	This activity has been moved to PY2	
	Conduct policy	This activity has been moved to PY2	

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	dialogues		
	Present an information memo to JCCE on the importance of teaching reading as a subject and showcase evidence from Sokoto and Bauchi (NCE)	Presented an information memo to JCCE on the importance of teaching reading as a subject and showcased evidence from Sokoto and Bauchi (NCE)	
Develop and implement institutional scorecards for reading instruction and performance (Activity 2.1.2).	Conduct workshop to develop benchmarks, consolidated State and LGEA scorecards on reading instruction and performance, safety benchmarks, measure to reduce risk and other quality standards.	Reading standards need more evidence of students' reading range	
	Software and IT pilot developed for institutional score cards	This activity is moved to PY2Q1	Software and IT pilot developed for institutional score cards
	Develop training manual and materials on institutional scorecards	This activity is moved to PY2Q1	Develop training manual and materials on institutional scorecards
Develop, validate, and apply standards frameworks for student performance	Conduct EGR Standards and benchmarks setting workshop for P1-3 students in Hausa based on RARA and NEI testing results in Bauchi	Reading standards need more evidence of students' reading range. This will be implemented in PY2	

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
(Activity 2.1.3).	and Sokoto		
	Apply standards and benchmarks to institutional scorecards		
Develop, validate, and apply standards frameworks for teacher performance (Activity 2.1.4).	Conduct EGR teacher performance standards workshop for Hausa and English teachers in P1-3	Reading standards need more evidence of students' reading range. This will be implemented in PY2	
Help states and LGEAs develop, implement, and refine student performance and EGR improvement policies, especially for time-on-task and language transition timing. (Activity 2.1.5).		Reading standards need more evidence of students' reading range. This will be implemented in PY2	
Gather and apply evidence to determine the appropriate age of transition to English reading (Activity 2.1.6).		Reading standards need more evidence of students' reading range. This will be implemented in PY2	

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
Strengthen appropriation and disbursement processes within states and LGEAs (Activity 2.1.7).		The activity is in progress with about 60% of the expected deliverables achieved. The State Working Group on SEA formed, orientation and frame work development workshop conducted, education finance data collection completed, data entry in progress.	Strengthen appropriation and disbursement processes within states and LGEAs
2.2 State/LGEA systems for development, approval, and distribution of decodable readers, Teacher guides, and supplemental materials for EGR instruction improved and implemented			
Collaborate with NERDC and the SUBEBs to update, validate, and produce scopes and sequence, linguistic maps, and student workbooks for Grades 1-3 in Hausa; introduction of oral English in P2; and transition to English EGR in P3 (Activity 2.2.1).	Working Group reviews existing Hausa EGR materials	Working Group reviewed existing Hausa EGR materials	
	Develop schemes for early grade reading in Hausa (P1- P3) based on national curriculum	Developed schemes for early grade reading in Hausa (P1- P3) based on national curriculum	
	Develop and field test teaching and learning materials (teachers' guides, texts/workbooks, teacher training manuals, supplementary materials, storybooks and readers)	Developed and field test teaching and learning materials (teachers' guides, texts/workbooks, teacher training manuals, supplementary materials, storybooks and readers)	
	Edit and produce print-ready Hausa EGR materials	Edited and produced print- ready Hausa EGR materials	

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	Develop scheme of work (scope and sequence) for early grade reading in English based on EGR English curriculum	Developed scheme of work (scope and sequence) for early grade reading in English based on EGR English curriculum	
	Working Group reviews existing oral English and (P3) EGR materials	Working Group reviewed existing oral English and (P3) EGR materials	
	Develop and field test teaching and learning materials (teachers' guides, texts/workbooks, teacher training manuals, supplementary materials, storybooks and readers)	Developed and field tested teaching and learning materials (teachers' guides, texts/workbooks, teacher training manuals, supplementary materials, storybooks and readers)	
	Edit and produce print-ready oral and English EGR materials	Edited and produced print- ready oral and English EGR materials	
Work with appropriate agencies to update, validate, produce, and distribute teacher guides for P1-P3 (Activity 2.2.2).	Collaborate with SMOE, SUBEB, SAME in the development of the tender documents, bidding process, and distribution process	Collaborated with SMOE, SUBEB, SAME in the development of the tender documents, bidding process, and distribution process	
	Issue tender documents	Issued tender documents	

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	Print and delivery to LGEAs	Printed and delivered to LGEAs	
	Collaborate with SMOE, SAME, SUBEB in order to access state funds committed to EGR reading materials procurement and in the incorporation of these costs in the state and LGEA SESOP and MTSS plans	This activity is moved to PY2Q1	Collaborate with SMOE, SAME, SUBEB in order to access state funds committed to EGR reading materials procurement and in the incorporation of these costs in the state and LGEA SESOP and MTSS plans
2.3 State and LGEA systems for in-service training to teachers in public NFLC classrooms in the use of the evidence-based reading materials improved and implemented			
Work with LGEAs, SUBEBs, and CSOs to research and develop a sound program of in-service teacher training (Activity 2.3.1).	Meet and discuss overall training goals with SUBEBS and SAME (state level NMEC) and other state level agencies representing marginalized or vulnerable populations (nomads, IDPs, etc.)	This was not achieved. Best approach to integrate EGR in NFLCs will be implemented in PY2Q1.	Meet and discuss overall training goals with SUBEBS and SAME (state level NMEC) and other state level agencies representing marginalized or vulnerable populations (nomads, IDPs, etc.)

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	In each state, identify and strengthen the basic education steering group	State and Federal level Reading and Access TWGs have been established and strengthened.	
	In each state, identify and strengthen the technical working group (TWG) for primary level reading in-service teacher/facilitator training (formal and non-formal)	State and Federal level Reading and Access TWGs have been established and strengthened) for primary level reading in-service teacher/facilitator training (formal and non-formal).	
	Review of in-service landscape relative to the teaching of reading in the early grades (formal and non- formal)	Reviewed in-service landscape relative to the teaching of reading in the early grades in formal schools. Investigation into non-formal will be conducted in PY2Q1.	
	NERDC will develop reading standards, including those for teachers. TRCN will incorporate these standards into the MCPD manual defining and articulating teacher standards for official certification	Developed reading standards, including those for teachers in collaboration with NERDC, NTI, SUBEB, FMoE and SMoE.	

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	Based on these standards from NERDC, which are reflected in the MCPD manual, develop an in-service Training of Trainers guide for teaching reading at the in-service level (formal and non-formal) with NTI and relevant stakeholders	Developed an in- service Training of Trainers guide for teaching reading at the in-service level in formal schools.	
	Reconvene appropriate MTs from the NEI project	Recruited 32 MTs from language teaching departments of Colleges of Education and others as needed	
	Recruit additional MTs from language teaching departments of Colleges of Education and others as needed (maybe from MOE, etc.) Must have language or elementary education background (need about 50 or more per state)		
	Locate and recruit School Support Officers (SSOs) from RARA	420 ToTs recruited for Bauchi and Sokoto states	
	Recruit SSOs in collaboration with SUBEBs and LGEAs (also need at least 50 per	420 ToTs recruited for Bauchi and Sokoto states	

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	state)		
	Recruit Field Officers from SAME to train as mentors and cluster facilitators	20 MTs and 160 mentors recruited for Bauchi and Sokoto states	
Work with LGEAs and CSOs to provide in-service training through reading instructional leadership in clusters; deliver training to CSOs and LGEAs (Activity 2.3.2).	MTs train SSOs and FOs	MTs trained ToTs	
	MTs and SSOs and FOs train target teachers (primary y 1 – 3 and primary language) per state roughly as well as NFLC facilitators on the standards and use of guide.	MTs and ToTs trained teachers on the standards and use of guides.	
	Get cluster map from LGEA	Used validated cluster map from LGEA	
	Work with LGEA and SAME to set up a cluster plan for the reading support, including NFLC	Worked with LGEA to set up a cluster plan for the reading support	
	Identify one teacher/facilitator per school to be the lead teacher in reading (representative) to the reading cluster	Identified head teachers to be the lead teacher in reading (representative) to the reading cluster	
	Develop cluster guide/meeting plans for cluster facilitator (MT and	Developed cluster guide/meeting plans for MTs and ToTs	

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	SSO and FO)		
	Convene cluster meetings 2 – 3 times per term	Convened one cluster meeting	
	Develop and present SUBEB and SAME with a proposed training plan for consideration in terms of funding	Developed and presented SUBEB and SAME with a proposed training plan for consideration in terms of funding	
	Work with the SUBEB, LGEAs and SAME to integrate the costs of the clusters and the coaching into the SUBEB or SAME budget from UBEC	Worked with the SUBEB, LGEAs and SAME to integrate the costs of the clusters and the coaching into the SUBEB or SAME budget from UBEC	
Encourage teachers to adapt new behavior and instructional methods (Activity 2.3.3).	Develop/adapt mentor guide for mentors for PS (1-3), and NFLC (one general guide) (include conflict sensitivity materials)	Developed mentor guides for MTs for PS (1-3)	
	Develop mentoring visit schedule with LGEAs (use MTs and SSOs and FOs as coaches) and SAME	This activity is moved to PY2Q1.	Develop mentoring visit schedule with LGEAs (use MTs and SSOs and FOs as coaches) and SAME
	Deploy MTs, SSOs and FOs to visit and coach the	This activity is moved to PY2Q1.	Deploy MTs, SSOs and FOs to visit and coach the

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	teachers who have been trained in reading from primary and NFLC schools		teachers who have been trained in reading from primary schools
Collaborate with NCCE and COEs to develop pre- service EGR syllabi and instruction courses (Activity 2.3.4).	Review NCCE minimum standards vis a vis reading	Reviewed NCCE minimum standards vis a vis reading	
	Review NERDC work on reading in pupil curriculum and harmonize with NCCE minimum standards	Reviewed NERDC work on reading in pupil curriculum and harmonize with NCCE minimum standards	
	Assemble pre-service technical working group (TWG) from across institutions such as NCCE, colleges of education, TRCN, NERDC, UBEC, SUBEBS, RAN, MOE and others as appropriate	Assembled pre-service technical working group (TWG) from across institutions such as NCCE, colleges of education, TRCN, NERDC, UBEC, SUBEBS, RAN, MOE	
	In collaboration with NCCE and COEs develop a specific pre- service course for all language lecturers on principles of learning to read and teaching reading (including practical) (Build in conflict sensitivity and gender safety into pre-service course) (Possible incorporation of advanced	This activity has been moved to PY2Q1	In collaboration with NCCE and COEs develop a specific pre- service course for all language lecturers on principles of learning to read and teaching reading (including practical) (Build in conflict sensitivity and gender safety into pre-service course) (Possible

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	courses— see below.)		incorporation of advanced courses— see below.)
	Obtain feedback from various stakeholders on course(s) developed	This activity has been moved to PY2Q1	Obtain feedback from various stakeholders on course(s) developed
	Train COE lecturers to teach course	This activity has been moved to PY2	
	Pilot course	This activity has been moved to PY2	
	Revise course based on pilot Send to powers that be for validation	This activity has been moved to PY2	
	The Initiative (FSU): Offer an intensive advanced course on the teaching of reading to COEs (department of primary education/non- formal centers and language primary teachers) so that they are confident as the experts on the teaching of reading and have more depth than MTs or SSOs	This activity has been moved to PY2	

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	will. (Practicum as part of this.)		
2.4 LGEA systems for monitoring/coaching in-service teachers in EGR instruction improved and implemented			
Collaborate with LGEAs and states to develop, improve, and implement EGR instruction, monitoring and coaching, including criterion-referenced tools and methods (Activity 2.4.1).	Develop rapid spot check tools for assessing pupil performance to be used by coaches and mentors.	Developed rapid spot check tools for assessing pupil performance to be used by coaches and mentors.	
	Develop criterion-referenced self-evaluation form for teachers to use in assessing their own progress	Developed criterion-referenced self-evaluation form for teachers to use in assessing their own progress	
	Ensure that teachers/facilitators implement self-evaluation every week	This activity will be implemented in PY2Q1	Ensure that teachers/facilitators implement self-evaluation every week
	During mentoring sessions, MT and/or SSO/FO discuss the self-evaluation as well as their observations and assessment of pupil work in formal and non-formal settings	This activity will be implemented in PY2Q1	During mentoring sessions, MT and/or SSO/FO discuss the self-evaluation as well as their observations and assessment of pupil work in formal and non-formal settings
Develop non-monetary incentives to reward effective EGR teachers	Award early grade reading “certificates” to all teachers/facilitators who are trained	This activity will be implemented in PY2	

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
(Activity 2.4.2) (see also Activity 2.3.3).	Offer excellent teachers opportunities for further education (if possible) after training	This activity will be implemented in PY2	
	Send training records to TRCN to build data base of teachers with specific training	This activity will be implemented in PY2	
	Develop with Head Teachers a plan to recognize an excellent reading teacher /facilitators once a term (from each school or NFLC)	This activity will be implemented in PY2	
	Reach out to private sector for prizes, etc.	This activity will be implemented in PY2	
	Offer school prize (books, maybe) for reading (# of books) or competition of some sort—like a spelling bee (Maybe based on scorecard) (Reach out to private sector to sponsor prizes, recognition, etc.)	This activity will be implemented in PY2	
	Teacher conferences at COEs	This activity will be implemented in PY2	

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
2.5 State and LGEA systems for EGR assessment improved and implemented			
Collaborate with states and LGEAs to create item data banks and generate and administer EGRA assessments (Activity 2.5.1).	Establish/work with existing EGR Assessment TWG with school and LGEA representatives and EGRA experts at State level; EGR Assessment TWG will coordinate with EGR Materials TWG.	Stakeholder engagement meeting for the establishment of MEAR TWG conducted in Sokoto and Bauchi Initial meeting with MEAR TWG conducted in Sokoto to discuss their terms of reference for the baseline EGRA and other M&E activities in PY. MEAR TWGs established in Sokoto with 8 members (8m, 0f) from (SAME, SUBEB, MOE, COE and SANE) and in Bauchi with 8 members (7m 1f)	
	Create EGRA item banks in close collaboration with materials TWG and test items; items to be grade appropriate, in English and Hausa	EGRA item banks with grade appropriate in Hausa and English for formal schools and NFLCs created in Sokoto and Bauchi. The items include NEI EGRA report, RARA 4-state EGRA report, formal school and NFLC EGRA instruments, assessors' protocols and procedures in data bank	Create EGRA items for EGRA in special schools (schools for hearing impaired kids) and EGRA for standards and benchmarks
	Review/revise existing or create a new sampling approach that reflects types of schools (formal vs NFLC, location, LGEAs, other categories). Sample to	Sample school public forum conducted in Sokoto and Bauchi and sample schools were randomly selected by the MEAR TWG for EGRA baseline	Conduct sampling for Non-formal literacy assessment (NFLA) and sampling for standards and benchmark EGRA

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	be stratified by agreed-upon categories.		
	Review/revise data collection protocols and procedures	Review and adaptation of EGRA instruments, protocols and procedures conducted in Sokoto and Bauchi for formal schools and for non-formal literacy assessment in NFLCs by the MEAR TWG	Review/revise data collection protocols and procedures for mini EGRA in special schools and for standards and benchmark EGRA
	Identify state and local government-level staff who have been trained in EGRA implementation.	Identified EGRA assessors from SUBEB, MOE, COE, SAME, SANE and state Polytechnics conducted in Sokoto and Bauchi by the MEAR TWG. 100 assessors shortlisted in each state.	Conduct identification of assessors for NFLA, mini EGRA in special schools and for standards and benchmark EGRA
	Recruit additional staff for EGRA participation	Assessors recruitment conducted in Sokoto and Bauchi by MEAR TWG. 80 EGRA assessors recruited in the State	Conduct assessors' recruitment for NFLA, mini EGRA in special schools and for standards and benchmark EGRA
	Create/review/revise training plans for data collection.	Training plan for data collection reviewed in Sokoto by the MEAR TWG. EGRA data collection training logistics and documentation completed.	Develop training plan for NFLA, mini EGRA in special schools and for standards and benchmark EGRA
	Train staff in EGRA implementation	EGRA Data collection training conducted in Sokoto and Bauchi. 80 data collectors trained in each state. 60 data collectors (40 assessors and 20 class observers selected through Interrater Reliability (IRR) Process.	Conduct refresher data collection training for NFLA, mini EGRA in special schools and for

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
			standards and benchmark EGRA
	Conduct EGRA	EGRA data collection conducted in Sokoto and Bauchi with the supervision of members of the MEAR TWGs	Conduct data collection for NFLA, mini EGRA in special schools and for standards and benchmark EGRA
Collaborate with LGEAs to collect, analyze, and report EGRA results (Activity 2.5.2).	TWG to establish a system for routine EGRA data analysis a) Identify existing data analysis capacity b) Develop a capacity building plan for locally-owned data analysis c) The Initiative to train/support state-led data analysis	EGRA Data analysis system established through provision of data analysis tools and training for the state partners, MEAR TWG members and 10 LGEAs EMIS officers in each Bauchi and Sokoto.	
	Establish a system for routine EGRA data reporting a) Identify stakeholders to whom EGRA results will be reported b) Develop reporting templates for EGRA results dissemination for different types of stakeholders, including reporting strategy	EGRA reporting templates for different stakeholders established for Sokoto and Bauchi. Existing capacity identified and Engagement plan for data reporting developed EGRA analysis and reported according to the agreed upon schedule	Develop reporting template for NFLA, mini EGRA in special schools and for standards and benchmark EGRA Analyze and report NFLA, mini EGRA in special schools and for standards and benchmark EGRA

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	for low-literacy stakeholders. Identify existing capacity for EGRA reporting and develop an engagement plan for data reporting		
Collaborate with states and LGEAs to develop, implement, and report continuous formative assessment and participatory assessment (Activity 2.5.3).	In close collaboration with materials TWG, create item banks for formative assessments. Items need to be grade- appropriate	Integrated with TLM development	
	Establish a system for routine formative data collection and analysis. Include formative assessments in The Initiative teacher training (content, frequency, analysis, use of the results). Include support for formative assessments in The Initiative school head teacher training.	System for routine formative assessment established through the initiative teachers training contents	Conduct support for formative assessment through routine monitoring visits and routine DQA
Develop targeted research on factors affecting student attendance and reading	In collaboration with other TWGs, develop a research/learning agenda.	Research priorities identified through collaboration with FSU and reading team. Three research question areas agreed on	

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
performance in Hausa and English (Activity 2.5.4).	a) Identify research priorities vis-à-vis existing evidence		
	b) Develop a research plan (research questions, mechanisms for gathering data, budget allocations, staffing for analysis and reporting)	Research plan is in process in the three research question areas	Develop a research plan (research questions, mechanisms for gathering data, budget allocations, staffing for analysis and reporting)
	c) Support implementation of the research plan	Implementation of research plan will happen when research plan is fully developed	Support implementation of the research plan
	d) Facilitate the dissemination of the findings	Facilitation of dissemination of the findings would be possible when data collection, analysis and reporting had been conducted.	Facilitate the dissemination of the findings
2.6 State and LGEA systems for extending evidence-based reading instruction to nontraditional, non-formal schools improved and implemented			
Collaborate with agencies, states, and LGEAs to adapt EGR policies, timetables, and standards to the NFLC context, including adapting reading materials for P1-P3 (Activity 2.6.1).	In collaboration with standards TWG, identify/establish TWGs <ul style="list-style-type: none"> • Identify NFLCs willing to add EGR to their curriculum • Develop a support plan for adapting EGR for NFLCs • Adapt EGR materials for utilization in NFLCs 	This activity will be implemented in PY2Q1	In collaboration with standards TWG, identify/establish TWGs <ul style="list-style-type: none"> • Identify NFLCs willing to add EGR to their curriculum • Develop a support plan for adapting EGR for NFLCs Adapt EGR materials for utilization in NFLCs

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	<ul style="list-style-type: none"> • Establish NFLC that would include EGR to their curriculum • Develop an EGR plan for newly established NFLCs 	This activity will be implemented in PY2Q1	<ul style="list-style-type: none"> • Establish NFLC that would include EGR to their curriculum • Develop an EGR plan for newly established NFLCs
	Adapt EGR materials for utilization in NFLCs	This activity will be implemented in PY2Q1	Adapt EGR materials for utilization in NFLCs
Provide training and support for monitoring the application of the reading programs in NFLCs (Activity 2.6.2).	In coordination with teacher training component of The Initiative to plan for training of NFLC facilitators; The Initiative to conduct training	This activity will be implemented in PY2Q1	In coordination with teacher training component of The Initiative to plan for training of NFLC facilitators; The Initiative to conduct training
	Develop a monitoring plan for monitoring the application of the reading programs in NFLCs (including schedule, budgets, staffing for monitoring visits at state level).	This activity will be implemented in PY2Q1	Develop a monitoring plan for monitoring the application of the reading programs in NFLCs (including schedule, budgets, staffing for monitoring visits at state level).
	The Initiative to support States in conducting monitoring visits and conducting routine review of monitoring data and communicate findings to the state agencies and partners	This activity will be implemented in PY2Q1	The Initiative to support States in conducting monitoring visits and conducting routine review of monitoring data and communicate findings to

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
			the state agencies and partners
2.7 State and local government accountability to the public for reading instruction increased			
Build capacity in CSOs to train PTAs and SBMCs/CBMCs to provide EGR instructional support and monitoring (Activity 2.7.1).	Develop a training plan for CSOs (objectives, schedule of trainings, staffing) and materials for instructional support	This will be implemented in PY2Q1	Develop a training plan for CSOs (objectives, schedule of trainings, staffing) and materials for instructional support
	Conduct CSO and PTAs training	This will be implemented in PY2Q1	Conduct CSO and PTAs training
	CSOs to work with LGEAs, with The Initiative support, to develop a Community Charter for Reading outlining roles and responsibilities of government, communities, schools and centers for improving EGR in schools	This will be implemented in PY2Q1	CSOs to work with LGEAs, with The Initiative support, to develop a Community Charter for Reading outlining roles and responsibilities of government, communities, schools and centers for improving EGR in schools
	Implement a small grants program to support school improvement plans for select formal and non-formal schools, through	This will be implemented in PY2Q1	Implement a small grants program to support school improvement plans for select formal and non-

Task (Activity Cluster)	Activities/outputs planned for Oct. 2015 – Sept. 2016	Outputs achieved during Oct. 2015 – Sept. 2016	Activities/outputs planned for Y2 Q1 (Oct. 2016 – Dec. 2016)
	procurement procedures		formal schools, through procurement procedures
	Develop a monitoring plan for monitoring CSOs; support States in conducting monitoring visits	This will be implemented in PY2Q1	Develop a monitoring plan for monitoring CSOs; support States in conducting monitoring visits

9. PERFORMANCE, MONITORING AND EVALUATION PLAN

9.1 Introduction

The PMEP reports on 26 indicators: On target: 9 indicators (77% of currently reportable). Below target: 6 indicators (23% of currently reportable). Reporting on 6 indicators will begin in Y2 while reporting on 5 indicators will begin in Y3. Reasons why some targets were not met are explained in the PMP below.

9.2 PMP Targets and Actuals

No Indicator	Method, Data Source, Frequency		2016 Target	2016 Actual	% Reached	On Target (Y/N)
1. Number of learners enrolled in USG-supported primary schools or equivalent non formal education settings (standard indicator #3.2.1-14)	Method: EMIS Records Data Source: record of participants, school records, EMIS Frequency: Annually Unit of measurement: Number of learners enrolled Disaggregation: state, LGEA, sex, school type		36,000	29,843	83%	We are awaiting validated enrollment data reporting from several LGEAs in Sokoto and expect the 83% reached figure to increase significantly.
	NFLCs	Bauchi	18,000	18,421	102%	
		Sokoto	18,000	11,422	63%	
	Formal schools	Bauchi	-	241,461	-	Although formal school enrollment targets were not established for year one, this result was achieved prior to year two. The project has proactively trained teachers and delivered teaching and learning materials to teachers and pupils in schools in PY1. Learners in these schools are already benefitting from the EGR program.
		Sokoto	-	283, 792	-	

No Indicator	Method, Data Source, Frequency		2016 Target	2016 Actual	% Reached	On Target (Y/N)
2. Number of learners entering the entry grade/year of the targeted educational opportunity (access)	Method: EMIS Record review Data Source: record of participants, school records, EMIS Frequency: Annually Unit of measurement: Number of learners Disaggregation: state, LGEA, sex, school type		36,000	29,843	83%	Same as above
	NFLCs	Bauchi	18,000	18,421	102%	
		Sokoto	18,000	11,422	63%	
	Formal schools	Bauchi	-	-	-	To be reported in PY2
		Sokoto	-	-	-	
3. Number of primary or secondary school learners from underserved and/or disadvantaged groups benefiting from USG education assistance specifically targeted at reducing inequality	Method: EMIS Record review Data Source: record of participants, school records, EMIS Frequency: Annually Unit of measurement: Number of learners Disaggregation: state, LGEA, sex, school type		36,000	29,843	83%	Same as above
	NFLCs	Bauchi	18,000	18,421	102%	
		Sokoto	18,000	11,422	63%	
	Formal schools	Bauchi	-	-	-	To be reported in PY2
		Sokoto	-	-	-	

№ Indicator	Method, Data Source, Frequency		2016 Target	2016 Actual	% Reached	On Target (Y/N)
4. Number of primary or secondary school learners in USG-assisted school/learning environments that were brought into compliance with locally-defined criteria for safe learning environments	Method: EMIS Record review Data Source: The Initiative record of participants, school records, EMIS Frequency: Annually Unit of measurement: Number of learners Disaggregation: state, LGEA, sex, school type		36,000	0%	0%	The safety standards have been developed and undergoing validation and implementation. This target will be achieved by 30 th November, 2016
	NFLCs	Bauchi	18,000	0%	0%	
		Sokoto	18,000	0%	0%	
	Formal schools	Bauchi	-	-		To be reported in PY2
		Sokoto	-	-		
5.1 Number of learners who drop out of the targeted educational opportunity prior to completion, disaggregated by sex	Method: EMIS Record review Data Source: record of participants, school records, EMIS Frequency: Annually Unit of measurement: Number of learners Disaggregation: state, LGEA, sex, school type		Baseline			To be reported in PY2.
	NFLCs	Bauchi		-		
		Sokoto		-		
	Formal schools	Bauchi		-		
		Sokoto		-		

No Indicator	Method, Data Source, Frequency	2016 Target	2016 Actual	% Reached	On Target (Y/N)
5.2 Increase in the number and percentage of primary school learners who are retained from one grade to the next grade in the sequence of grades/levels targeted for improved retention with USG assistance	Method: EMIS Record review Data Source: record of participants, school records, EMIS Frequency: Annually Unit of measurement: Number of learners Disaggregation: state, LGEA, sex, school type	Baseline 2016 ASC			To be reported in PY2.
	NFLCs	Bauchi			
		Sokoto			
	Formal schools	Bauchi	Baseline 2016 ASC		
		Sokoto	Baseline 2016 ASC		
6.1. Percentage of students who, by the end of three grades of primary schooling demonstrate that they can read and understand the meaning of English grade level text	Method: Sample, student test Data Source: Early Grade Reading Assessment (EGRA) Frequency: Biannually Unit of measurement: Percentage of learners Disaggregation: state, LGEA, sex, school type	Baseline (EGRA Result)			To be reported in PY3 after mid-line EGRA.

No Indicator	Method, Data Source, Frequency		2016 Target	2016 Actual	% Reached	On Target (Y/N)
6.2 Percentage of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of Hausa grade level text (3.2.1-27)	Method: Sample, student test Data Source: Early Grade Reading Assessment (EGRA) Frequency: Biannually Unit of measurement: Percentage of learners Disaggregation: state, LGEA, sex, school type		Baseline (EGRA Result)			To be reported in PY3 after mid-line EGRA.
7. Number of LGEAs meeting Institutional Performance Index (Scorecard) criteria for access-related outcomes and improvements	Method: LGEA Assessment Data Source: Institutional Performance Index (Scorecard) Tool Frequency: Years 1, 3 and 5 Unit of measurement: Number of LGEAs Disaggregation: state, LGEA		20 Baseline			To be reported in PY3.
	Number of LGEAs	Bauchi	10 Baseline			
		Sokoto	10 Baseline			
8. Number of PTAs or similar 'school' governance structures supported (standard indicator 3.2.1-18)	Method: Project Record Review Data Source: Data from project documents Frequency: Quarterly Unit of measurement: Number of SBMCs Disaggregation: state, LGEA, school type		3,187	0	0%	This indicator depends largely on the support to community structures which are yet to be identified or supported. There are no activities in year 1 work plan on this, but all are captured in year 2 work plan. The process of achieving the targets is ongoing and targets expected to be achieved by November 15 th .
	NFLCs	Bauchi	400	0		
		Sokoto	400	0		

No Indicator	Method, Data Source, Frequency		2016 Target	2016 Actual	% Reached	On Target (Y/N)
	Formal schools	Bauchi	1516	0		
		Sokoto	871	0		
9. Number of LGEAs that implement the NFLC model per criteria	Method: Record Review, Interview Data Source: Checklist, survey of state/LGEAs Frequency: Annually Unit of measurement: Number of states Disaggregation: State		20	20	100%	Target achieved
	Number of LGEAs that implement the NFLC model per criteria	Bauchi State	10	10	100%	
		Sokoto State	10	10	100%	
10. Percentage of NFLC schools that have adopted core curriculum	Method: Sample; Record review, Survey Data Source: Survey of Head Masters/Head Teachers; The Initiative program records Frequency: Years 1, 3 and 5 Unit of measurement: Percentage of schools Disaggregation: state, LGEA, school type		Baseline (Access Baseline Data) 800			To be reported in PY3

№ Indicator	Method, Data Source, Frequency		2016 Target	2016 Actual	% Reached	On Target (Y/N)
11. Number of CSO and local organizations mobilizing PTAs/SMBCs/CBMCs and communities to support reading and/or access	Method: Record Review Data Source: Checklist, project documents Frequency: Quarterly Unit of measurement: Percentage of schools Disaggregation: state, LGEA, CSO type		40	0	0%	Same as in Indicator number 8
	Number of CSO and local organizations mobilizing PTAs/SMBCs and communities to support reading and/or access	Bauchi	20	0	0%	
		Sokoto	20	0	0%	
12. Number of learners receiving reading interventions at the primary level (3.2.1-35)	Method: Record Review Data Source: Checklist, data from project documents Frequency: Quarterly Unit of measurement: Number of learners Disaggregation: state, LGEA, sex, grade, school type		36,000	29,843	83%	We are awaiting validated data reporting from several LGEAs in Sokoto and expect the 83% reached figure to increase significantly.
	NFLCs	Bauchi	18,000	18,421	102%	
		Sokoto	18,000	11,422	63%	
	Formal schools	Bauchi	-	241, 461		

№ Indicator	Method, Data Source, Frequency		2016 Target	2016 Actual	% Reached	On Target (Y/N)
		Sokoto	-	283, 792		Although formal school reading intervention targets were not established for year one, this result was achieved prior to year two The project has proactively trained teachers and delivered teaching and learning materials to teachers and pupils in schools in PY1. Learners in these schools are already benefitting from the EGR program.
13. Percent of teachers using scripted lessons and other evidence-based reading instructional approaches, including appropriate formative assessment and homogeneous grouping	Method: Sample, observation, interview Data Source: SCOPE teacher observation tool, questionnaire Frequency: Years 1,3 and 5 Unit of measurement: Percent of teachers Disaggregation: state, LGEA, sex, grade, school type		Baseline (EGRA Result)			To be reported in PY3
14. Number of LGEAs meeting institutional Performance Index (Scorecard) criteria for reading-related outcomes and improvement	Method: Record review, Interview Data Source: Institutional Performance Index (Scorecard) tool Frequency: Years 1,3, 5 Unit of measurement: Number of LGEAs Disaggregation: state, LGEA		20			To be reported in PY3

№ Indicator	Method, Data Source, Frequency		2016 Target	2016 Actual	% Reached	On Target (Y/N)
	Number of LGEAs	Bauchi	10 Baseline			
		Sokoto	10 Baseline			
15. Number of laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access (3.2.1-38)	<p>Method: Document, record review</p> <p>Data Source: GON and state records, The Initiative program records</p> <p>Frequency: Annually</p> <p>Unit of measurement: Number of laws/policies</p> <p>Disaggregation: federal, state, policy type</p>		<p>National: 1</p> <p>State: 2</p>	0	50%	<p>The Initiative secured the approval of Bauchi and Sokoto states to double the time allotted for reading in all schools in the supported LGEAs from 5x 35 mins/week to 10x35 minute lessons. All schools have started operating this new time table.</p> <p>* Both states want to monitor the effectiveness of this new schedule on the new EGR program before scaling up to all LGEAs and kick-starting the legislative process to make it a policy. The Initiative is engaging with all necessary stakeholders to make it a policy for sustainability of the EGR program.</p> <p>At the national level, the Initiative's EGR program has been introduced to the National Council of Education and has generated interest on the part of stakeholders. We will continue to engage with the FMoE and NERDC in this regard.</p>

No Indicator	Method, Data Source, Frequency		2016 Target	2016 Actual	% Reached	On Target (Y/N)
16. Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (standard indicator 3.2.1-33)	Method: Record Review Data Source: The Initiative records of materials delivered to each school Frequency: Quarterly Unit of measurement: Number of textbooks/materials Disaggregation: state, LGEA, type, language		144,000	111,840	78%	The process of procuring additional TLMs to achieve the targets for NFLCs is ongoing.
	NFLCs	Bauchi	72,000	56,090	78%	
		Sokoto	72,000	55,750	77%	
	Number of formal schools	Bauchi	-	304,416		There were no PY1 targets for TLM provision to formal schools. However, more than 6000,000 were distributed and were utilized in year one. The project has proactively developed, validated and printed teaching and learning materials to teachers and pupils in schools in PY1. A second batch of books are being printed.
		Sokoto	-	293,971		

№ Indicator	Method, Data Source, Frequency		2016 Target	2016 Actual	% Reached	On Target (Y/N)
17. Number of teachers/educators/teaching assistants who have successfully completed in-service training or received intensive coaching or mentoring with USG support (standard indicator 3.2.1-31)	Method: Record Review Data Source: Attendance records from teacher trainings Frequency: Quarterly Unit of measurement: Number of teachers Disaggregation: state, LGEA, sex, grade, teacher type, school type		12,201	8700	100% of actual target population	After validating the Annual School Census, it was recognized that target figures were significantly over-estimated. The Initiative has in fact trained <i>all</i> (100%) teachers and head teachers in our supported-LGEAs. Data for teachers were captured using tablet-based electronic-registration system. The targets will be assessed and as necessary revised in conjunction with USAID.
	Number of formal school teachers	Bauchi	4675	4483	96%	
		Sokoto	4339	2250	52%	
	Number of formal school head teachers	Bauchi	1516	677	45%	
		Sokoto	871	490	56%	
	Number of NFLC instructors	Bauchi	400	400	100%	Target achieved
		Sokoto	400	400	100%	
18. Number of LGEAs using criterion-referenced classroom monitoring and coaching to support and monitor early grade reading instruction	Method: Survey, observation Data Source: Survey of LGEAs, survey of head masters Frequency: Quarterly Unit of measurement: Number of LGEAs Disaggregation: state, LGEA		20 Baseline			To be reported in PY2
	Number of LGEAs	Bauchi	10 Baseline			
		Sokoto	10			

№ Indicator	Method, Data Source, Frequency		2016 Target	2016 Actual	% Reached	On Target (Y/N)
19. Number of primary or secondary school educators who, with USG assistance, complete professional development activities on peace education, conflict sensitivity, or conflict transformation	Method: Record Review Data Source: Attendance records from teacher trainings Frequency: Quarterly Unit of measurement: Number of teachers Disaggregation: state, LGEA, sex, grade, teacher type, school type		12,201	8700	71%	After validating the Annual School Census, it was realized that target figures were significantly over-estimated. The Initiative has in fact trained <i>all</i> (100%) teachers and head teachers in our supported-LGEAs on peace education and conflict sensitivity. Data for teachers were captured using tablet-based electronic-registration system. The targets will be assessed and as necessary revised in conjunction with USAID.
	Number of formal school teachers	Bauchi	4675	4483	96%	
		Sokoto	4339	2250	52%	
	Number of formal school head teachers	Bauchi	1516	677	45%	
		Sokoto	871	490	56%	
	Number of NFLC instructors	Bauchi	400	400	100%	Target achieved
		Sokoto	400	400	100%	

No Indicator	Method, Data Source, Frequency		2016 Target	2016 Actual	% Reached	On Target (Y/N)
20. Number of LGEAs assessing early grade reading outcomes per established M&E requirements (as we define it, at least every two years)	Method: Record review, survey Data Source: Survey of state/LGEA officials; project records Frequency: Annually Unit of measurement: Number of LGEAs Disaggregation: LGEA, type of assessment		20	20	100%	System for EGRA data analysis and reporting established by M&E team in all The Initiative states and LGEAs
	Number of LGEAs	Bauchi	10	10	100%	
		Sokoto	10	10	100%	
21. Number of NFLCs that have incorporated EGR into program	Method: Record review Data Source: Program records; oversight committee records Frequency: Annually Unit of measurement: Number of NFLCs Disaggregation: state, LGEA, school type		800	0	0%	Access and Fragility and Reading team are reviewing the current literacy materials being used in the NFLCs to incorporate EGR and the review and modification expected to happen by December 30 th 2016. For the 2016 target, literacy curriculum is included in present offerings but not yet EGR
	Number of NFLCs	Bauchi	400	0	0%	
		Sokoto	400	0	0%	

№ Indicator	Method, Data Source, Frequency		2016 Target	2016 Actual	% Reached	On Target (Y/N)
22. Percentages of state and LGEAs whose expenditures and resource allocations match budgeted and planned amounts for key elements for reading support	Method: Record review Data Source: State and LGEA budgets and expenditure documents; SEA report Frequency: Annually Unit of measurement: Percentage of states/LGEAs Disaggregation: state, LGEA, resource		Baseline SEA			To be reported in PY2
23. Percent of state budget allocated to basic education	Method: Record review Data Source: State budgets; SEA report Frequency: Every two years Unit of measurement: Percentage of state budgets Disaggregation: state		Baseline SEA			To be reported in PY2
	Percentage of state budgets	Bauchi	Baseline SEA			
		Sokoto	Baseline SEA			
24. Proportions of state education budget allocated to investments, salaries, and other recurrent costs	Method: Record review Data Source: State budgets; SEA report Frequency: Every two years Unit of measurement: Proportions of state education budget Disaggregation: state		Baseline SEA			To be reported in PY2.
	Proportions of state education budget	Bauchi	Baseline SEA			

№ Indicator	Method, Data Source, Frequency		2016 Target	2016 Actual	% Reached	On Target (Y/N)
		Sokoto	Baseline SEA			
25. Percentage of basic education budget released and expended	Method: Record review Data Source: State budgets; SEA report Frequency: Every two years Unit of measurement: Percentage of state education budget Disaggregation: state		Baseline SEA			To be reported in PY2
	Percentage of state education budget	Bauchi	Baseline SEA			
		Sokoto	Baseline SEA			
26. Percentage of costs of in-service training and materials distribution covered by GON	Method: Record review Data Source: State budgets; SEA report; NEI Plus Budget Frequency: Annually Unit of measurement: Percentage of costs Disaggregation: state		10%	10%	100%	Target met
	Percentage of Costs	Bauchi	10%	10%	100%	
		Sokoto	10%	10%	100%	

10. ANNEXES

Annex A: Trainet Report

Training Description	Location	Male	Female	Total
1 Day Training for Access and Fragility Coordinators on Mobile Data Entry for Participants Registration and Training Attendance	Sokoto	8	2	10
TOTAL		8	2	10
1 Day Training of Data Enumerator on Mobile Data Participants Registration and Daily Attendance	Sokoto	48	6	54
TOTAL		48	6	54
5 Day Training for Master Trainers of Non-Formal Learning Centers	Abuja	7	5	12
TOTAL		7	5	12
5 days Mentor Facilitators Training	Sokoto	69	13	82
TOTAL		69	13	82
7 Day Training of Learning Facilitators	Sokoto	530	73	603
TOTAL		530	73	603
Community Education Assessment Instrument Review /Enumerator Training	Bauchi	5	4	9
TOTAL		5	4	9
CSO/Grantees Training	Bauchi	32	12	44
TOTAL		32	12	44
EGRA Baseline Assessment Training	Bauchi	69	11	80
EGRA Baseline Assessment Training	Sokoto	70	10	80
TOTAL		139	21	160
EGRA Data Analysis and Reporting Training	Bauchi	25	4	29
EGRA Data Analysis and Reporting Training	Sokoto	15	0	15
TOTAL		40	4	44
M&E and Emis Data Harmonization Training	Sokoto	8	0	8
TOTAL		8	0	8
Master Trainers Training	Bauchi	20	7	27
TOTAL		20	7	27
Mentor facilitators Training	Bauchi	46	9	55
TOTAL		46	9	55
NFLC Learning facilitators training	Bauchi	53	9	62
TOTAL		53	9	62
One Day Step Down Training of Area Organizers on NFLC Data Collection	Bauchi	5	1	6
TOTAL		5	1	6

Reading TOT Training	Sokoto	31	7	38
TOTAL		31	7	38
Refresher Training For Master Trainers	Sokoto	1	2	3
TOTAL		1	2	3
Round 1 Cluster Training of Teachers on Early Grade Reading Materials, Approach and Application	Bauchi	2098	999	3097
Round 1 Cluster Training of Teachers on Early Grade Reading Materials, Approach and Application	Sokoto	1289	286	1575
TOTAL		3387	1285	4672
SEA Data Collection Training	Sokoto	17	0	17
TOTAL		17	0	17
Start Up Training for CSOs	Sokoto	24	12	36
TOTAL		24	12	36
State education account Data Collection Training	Bauchi	34	2	36
TOTAL		34	2	36
SWG Orientation and Training Workshop on Framework Development	Sokoto	28	3	31
TOTAL		28	3	31
Technical Training For Managers Of NLFC	Bauchi	19	8	27
TOTAL		19	8	27
Training of Data Collectors On Electronic Registration and Attendance	Bauchi	76	7	83
TOTAL		76	7	83
Training of NFLC Learning Facilitators	Bauchi	319	65	384
TOTAL		319	65	384
Training of Reading Coordinators on Electronic Registration and Attendance	Bauchi	8	0	8
TOTAL		8	0	8
Training of Sub Grantees on Monitoring and Evaluation	Bauchi	35	17	52
Training of Sub Grantees on Monitoring and Evaluation	Sokoto	41	11	52
TOTAL		76	28	104
Training of ToTs	Bauchi	47	8	55
TOTAL		47	8	55
TOTAL		5077	1593	6670

Annex B: Reports and Deliverables

Northern Education Initiative Plus Reports and Deliverables				
Name of Deliverable	Date Submitted to COR	Submitted by Whom	Status	Notes
Early Grade Reading Baseline Report Codebook	3-Oct-16	Stephanie Kumah	Under Review	
Early Grade Reading Baseline Report Dataset	2-Oct-16	Stephanie Kumah	Under Review	
School/Center Safety Standards Implementation Guide	30-Sep-16	James Statman	Under Review	
School/Centre Safety Standards (S/CSS) and Benchmarks	30-Sep-16	James Statman	Under Review	
Trip Report - Susan Ross	29-Sep-16	James Statman	Submitted	
Trip Report - Nancy Clark Chiarelli	29-Sep-16	James Statman	Submitted	
Communication and Advocacy Strategy documents (Bauchi and Sokoto)	27-Sep-16	James Statman	Approved	Submitted initially on August 19, 2016; request for revisions; re-submitted on September 27, 2016 (see below)
Community Mobilization Strategy (Bauchi and Sokoto)	27-Sep-16	James Statman	Approved	Submitted initially on August 19, 2016; request for revisions; re-submitted on September 27, 2016 (see below)

Trip Report - Stephanie Kumah	22-Sep-16	James Statman	Submitted	
Trip Report - Susan Bruckner	22-Sep-16	James Statman	Submitted	
Trip Report - Semere Solomon	22-Sep-16	James Statman	Submitted	
Trip Report - Stephen Richardson	22-Sep-16	James Statman	Submitted	
Trip Report - Ziad Abi Abdullah	22-Sep-16	James Statman	Submitted	
Trip Report - Mary Sugrue	22-Sep-16	James Statman	Submitted	
Inventory of the Initiative's Equipment	17-Sep-16	Stephanie Kumah	Submitted	
Trip Report - Adrienne Barnes	16-Sep-16	James Statman	Submitted	
NEIPlus waiver list	15-Sep-16	James Statman	Submitted	
Trip Report - Ryan Crow	15-Sep-16	James Statman	Submitted	
Trip Report - Staci Haag	15-Sep-16	James Statman	Submitted	
Trip Report - Drake Warrick	15-Sep-16	James Statman	Submitted	
Trip Report - Deepika Chawla	12-Sep-16	James Statman	Submitted	
Trip Report - Munir Mahomar	11-Sep-16	James Statman	Submitted	
Q4 Accruals Report for NEI Plus	10-Sep-16	Stephanie Kumah	Submitted	
Trip Report - Sarah Neville	10-Sep-16	James Statman	Submitted	
Trip Report - Tim Haskell	10-Sep-16	James Statman	Submitted	
Trip Report - Mary Sugrue	10-Sep-16	James Statman	Submitted	
Trip Report - Munir Mahomar	10-Sep-16	James Statman	Submitted	
Early Grade Reading Baseline Report	9-Sep-16	James Statman	Under Review	

Bauchi and Sokoto Communication and Advocacy Strategy	19-Aug-16	James Statman	Under Review	
Trip Report - Paul Neely	15-Aug-16	James Statman	Submitted	
Trip Report - Nia Dickett	21-Jul-16	James Statman	Submitted	
Trip Report - Thomas Chesney	8-Jul-16	James Statman	Submitted	
Trip Report - Susan Ross	8-Jul-16	James Statman	Submitted	
Trip Report - Susan Ross	8-Jul-16	James Statman	Submitted	
Trip Report - Adrienne Barnes	8-Jul-16	James Statman	Submitted	
Trip Report - Tom Chesney	8-Jul-16	James Statman	Submitted	
Trip Report - Daniel Lavan	8-Jul-16	James Statman	Submitted	
Q3 Accruals Report for NEI Plus	16-Jun-16	Stephanie Kumah	Submitted	

Annex C: Procurement Plan

	Focus group research on education assessment	Printing of additional TLM material.	Planned / Actual Dates (M/D/Y)	Supply of IT (SKYPE) materials.
	Est. cost NGN 10,000,000.00	Est. cost NGN 100,000,000.00	Est. cost NGN 1,819,500.00	Est. cost NGN 373,000.00
	Method: Advertisement	Method: Advertisement	Method: PA	Method: Sending RFQ
	<i>Planned / Actual Dates (M/D/Y)</i>	<i>Planned / Actual Dates (M/D/Y)</i>	<i>Planned / Actual</i>	<i>Planned / Actual</i>
Purchase Request	<i>September 27, 2016</i>	<i>October 11, 2016</i>	<i>October 10, 2016</i>	<i>October 4, 2016</i>
Market search/Desk Study to identify potential vendors	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Solicitation (Preparation of Bidding Documents/ RFQ/ RFPs)	<i>October 4, 2016</i>	<i>October 11, 2016</i>	<i>N/A</i>	<i>October 10, 2016</i>
Review of bidding documents with Procurement/Ops Staff (RFQ/ RFPs)	<i>October 19, 2016</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Issuance of bidding docs RFQ/ RFPs (with advertising as required)	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Bid Submission closing date	<i>October 18, 2016</i>	<i>October 19, 2016</i>	<i>N/A</i>	<i>October 13, 2016</i>
Bids Opening date	<i>October 19, 2016</i>	<i>October 21, 2016</i>	<i>N/A</i>	<i>October 14, 2016</i>

Completion of Evaluation and Recommendations	<i>October 20, 2016</i>	<i>October 21, 2016</i>	<i>N/A</i>	<i>October 14, 2016</i>
Preparation of Neg. Memo and Recommendations	<i>October 24, 2016</i>	<i>October 25, 2016</i>	<i>N/A</i>	<i>N/A</i>
Review of Neg. Memo with Ops Coordinator/ Director	<i>October 25, 2016</i>	<i>October 27, 2016</i>	<i>N/A</i>	<i>N/A</i>
Submission of Selected Vendor for Creative Inquiry Database System (CIDS) verification	<i>October 25, 2016</i>	<i>October 27, 2016</i>	<i>October 14, 2016</i>	<i>October 17, 2016</i>
Submission of complete documents for review and approval from COP/HQ	<i>October 27, 2016</i>	<i>October 28, 2016</i>	<i>October 17, 2016</i>	<i>October 17, 2016</i>
Receiving of approved documents from HQ	<i>October 28, 2016</i>	<i>November 2, 2016</i>	<i>October 18, 2016</i>	<i>N/A</i>
Submission of complete documents to Contracts for CO consent (\geq \$150,000)	<i>N/A</i>	<i>November 4, 2016</i>	<i>N/A</i>	<i>N/A</i>
Award of PO/ BPA	<i>November 3, 2016</i>	<i>November 11, 2016</i>	<i>October 20, 2016</i>	<i>October 18, 2016</i>
Sharing of PO/ BPA for signatures from vendor & Creative	<i>November 3, 2016</i>	<i>November 13, 2016</i>	<i>October 20, 2016</i>	<i>October 18, 2016</i>

Annex D: STTA Plan

October 2016
Community Mobilization Expert- Staci Haag
Deepika Chawla and the SEA team
Nancy Clark-Chiarelli
Munir Mahomar
Adrienne Barnes
Chris Ying - M&E Systems Development
Teacher Education Hausa Reading Expert- Zahlia Bello
Arthur Mujehar - Director, Grants Management and Administration
Community Mobilization Expert- Staci Haag
November 2016
Access and Fragility Specialist - TBD
Access and Fragility Advisor - TBD
Deepika Chawla and the SEA team
Nancy Clark-Chiarelli
Dr. Fathi El-Ashry

Teacher Education Hausa Reading Expert- Zahlia Bello
Assessment Specialist- Daniel Lavan
Community Mobilization Expert- Staci Haag
Dr. Diane Prouty
Monitoring Advisor - Munir Mahomar
December 2016
Access and Fragility Specialist - TBD
Community Mobilization Expert- Staci Haag
Deepika Chawla and the SEA team
Reading Expert - Fathi El-Ashry
ICT Specialist - Simon James
Monitoring Advisor - Munir Mahomar
Home Office Procurement and Operations
Reading Expert - Lynn Evans
Nancy Clark-Chiarelli
Early Warning System (REWS) Expert - TBD

Annex E: Success Story

Thousands of teachers learn new reading methods in Nigeria

Better tools for teachers to impact learning of pupils in schools



Photo: Boco Edet Abdul/ Northern Education Initiative Plus

Through an early grade reading program made possible by the Northern Education Initiative Plus, 8,000 teachers have adopted new methods to teach pupils reading in Hausa and transition to English in schools.

“I saw children who initially did not know how to read a single word begin to read by the second day. It was amazing!”

Aishat Hamza,
Teacher, Sokoto South local government

Aishat Hamza, has been a teacher for 28 years. She teaches in a primary school in the south of Sokoto state, located in the extreme northwest of Nigeria. Like many schools in Sokoto state, children in first to third grades struggle to learn. Hamza has seen pupils’ dropout of school because their parents thought their children were not learning and will be more useful supporting in the farms or trading.

To address this, the Northern Education Initiative Plus is implementing an early grade reading program in schools in Bauchi and Sokoto states that uses Hausa, a language commonly spoken in Northwest Nigeria, to teach reading.

The program trains teachers, provides teaching and learning materials and creates enough time for reading in classrooms while assessing the performance of pupils on an ongoing basis.

About 40 percent of school-aged children do not attend any primary school in Northern Nigeria. While state governments and civil society have been working concertedly to boost enrollment, making a lasting impact that translates to better learning outcomes for children is still a challenge.

USAID has responded with the Northern Education Initiative Plus. The five-year project provides access to quality education and improves reading skills for more than 2 million school-aged children in formal and nontraditional schools.

More than 100 local and international reading experts developed teacher guides and pupil books in Hausa for first to second grades and English for third grade addressing key components of reading- phonemic awareness, alphabetic code, vocabulary, text comprehension amongst others. The books also exemplify local culture and traditions with storytelling.

After this, a highly skilled group of 32 leading education experts as Master Trainers trained 420 school managers as Trainers of Teachers to equip 8,000 teachers with knowledge and skills to teach reading in school using these textbooks.

Hamza underwent this training. “Listening to the facilitators, watching them demonstrate, studying my teacher guides and seeing how the lessons were so simple to understand, I cannot wait to start trying out the new methods in class.”

As part of the training, Hamza conducted a two-day classroom practice with pupils. She used some of the new methods she had learnt to engage the children during the lessons.

“I saw children who initially did not know how to read a single word begin to read by the second day. It was amazing!”

The USAID project also secured an additional three-hours in school timetables for teaching Hausa. This way children spend more time learning and practicing to read with support from their teachers.

Hamza cannot wait to start using these new methods in her own school. The early grade reading program is already creating a buzz in Sokoto state and has attracted the attention of the state government. It plans to scale up the program from about 800 schools to all schools in 2017. With this, many more children could potentially learn to read and write.

To date, USAID’s Northern Education Initiative Plus has distributed more than 2 million textbooks to teachers and pupils in 2,387 primary schools and 800 nontraditional schools to help children improve their reading skills.